DOCUMENT RESUME

ED 091 321	95	SP 007 954

TITLE	Model of Educational Rewards for Innovative Teaching.
INSTITUTION	Monroe County Intermediate School District, Mich.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
NOTE	226p.
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	Community Involvement; *Educational Innovation; Financial Support; *Motivation; Parents; *Rewards; School Districts; Students; Teacher Participation; Teachers
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The purpose of this project is to encourage innovative teaching through support and reward systems; specifically, its objectives are the generation, implementation, and sharing of innovative curricular ideas and classroom procedures. Participants are teachers, students, parents, other school staff and the community. The following elements are important to the project: a) a teacher support team which is composed of one other teacher, a student, a parent, and the teacher's principal, department head, or supervisor, assists teachers; b) every school building whithin which a teacher receives support for his or her activities is rewarded; c) students, parents, and community persons or groups are invited to initiate an innovation through a classroom teacher who formally submits the application to a coordinating body of school and community representatives; d) the teacher receives the necessary support in terms of equipment and materials to implement the approved idea; d) goals are established, and an evaluation design developed for each proposal; and f) success results in additional monetary reward which can be used for materials, field trips, or other kinds of educational enrichment. (This document contains sections on statistical data, narrative description, and statements of assurances. Forms and other supplementary materials comprise the appendixes). (JA)

ED 091321

USOE

SP

MODEL OF
EDUCATIONAL
REWARDS FOR
INNOVATIVE
TEACHING

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE 3
1972 - 75

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

SP007 954

**ENCOURAGING INNOVATIVE TEACHING
THROUGH SUPPORT AND REWARD
SYSTEMS**

**MONROE COUNTY
INTERMEDIATE SCHOOL
DISTRICT**

MICHIGAN DEPARTMENT OF EDUCATION
E.S.E.A. TITLE III OFFICE
BOX 420
LANSING, MICHIGAN 48902

**1101 S. RAISINVILLE RD.
MONROE, MICHIGAN 48161**

MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

BOARD OF EDUCATION

Norman Capaul, President
Ida, Michigan 48140

Lewis Zorn, Vice President
5414 N. Otter Creek Road
LaSalle, Michigan 48145

C. E. Marshall, Treasurer
5068 N. Dixie Highway
Newport, Michigan 48166

Carl Smith, Trustee
Erie, Michigan 48133

Paul Swy, Trustee
159 E. Temperance Road
Temperance, Michigan 48182

Ray Peake, Secretary
8288 Eastwood Drive
Ida, Michigan 48140

MONROE COUNTY SCHOOLS
1970 - 1971

SCHOOL	SUPERINTENDENT	ADDRESS	TELEPHONE
Monroe Public	Robert Christiana	Monroe, Michigan	241-0330
Airport Community	Joseph C. Sterling	Carleton, Michigan	654-2414
Bedford Public	George Hagen	Temperance, Michigan	847-3315
Dundee Community	Wilbur Lewis	Dundee, Michigan	529-2220
Ida Public	Harry Firestone	Ida, Michigan	269-3110
Jefferson Schools	Harold F. Sodt	Monroe, Michigan	241-1033
Mason Consolidated	Leon L. Bodell	Erie, Michigan	848-5475
Summerfield Schools	William P. Morris	Petersburg, Michigan	279-1035
Whiteford Agricultural	Owen V. McNulty	Ottawa Lake, Michigan	856-2656

Ray Peake
Monroe County Superintendent
1101 S. Raisinville Road
Monroe, Michigan 48161
Phone: 242-5454

PARTICIPANTS
IN THE
MERIT PLAN

INTERMEDIATE SCHOOL DISTRICT

GENERAL INSTRUCTION ADVISORY COMMITTEE

SCHOOL DISTRICT	REPRESENTATIVE
Intermediate School Office	June Hopkins, Chairman
Airport	Paul Ensch
Bedford	Eleanor Gordor
Dundee	Gerald Stucker
Ida	Richard Gunn
Jefferson	Dennis McCulloch
Mason	Robert Furr
Monroe	Ray Bottom
Summerfield	William Ryan
Whiteford	Michael Ryan
Intermediate School Office	Ray Peake, Exofficio

MERIT PLANNING COMMITTEE MEMBERSHIP

(PLANNING, EVALUATION, DISSEMINATION)

PLANNING

Ray Bottom, Chairman	Administrative Asst Monroe Public Schools
Ed Bachmeyer	Junior High Teacher Mason Consolidated Schools
John Mershon	Elementary Teacher Summerfield Schools
Marlyn Timmer	Citizen Representative Monroe Public Schools
Rev. Gary Immes	Citizen Representative Dundee Community Schools
Denise Brown	High School Student Bedford Schools
Sister Cecilia LaJeunesse	High School Teacher St. Mary Academy, Monroe
Elton Rudolph	Elementary Teacher Trinity Lutheran School
Mary Masserent	Elementary Teacher Jefferson Schools
W. Joseph Cunningham	Elementary Principal Ida Public Schools
Kent Ackerman	Area Vocational Implementor Intermediate School Office
Paul Jones	Junior & Senior High Principal Whiteford Agricultural Schools

EVALUATION

Norm Milchus, Chairman	Person-O-Metrics
James Doyle	Person-O-Metrics
Robert Furr	Elementary Principal Mason Consolidated Schools
William Morris	Superintendent Summerfield Schools
Pamela Mens	High School Student Summerfield Schools

Paul Palka	High School Teacher Whiteford Schools
Mike Burley	Director of Compensatory Education Monroe Public Schools
Don Labun	Asst. Elementary Principal Dundee Schools
Ron Frank	Elementary Teacher Monroe Public Schools
Sharon Blankenship	Elementary Teacher Bedford Schools
Allen Pearsall	Asst. Elementary Principal Jefferson Schools
Margaret Donahoe	Junior High Teacher Ida Public Schools

DISSEMINATION

June Hopkins, Chairman	Director of General Instruction Intermediate School Office
William Ryan	Elementary Principal Summerfield Elementary School
Bob Monhollen	Elementary Principal Monroe Public Schools
Robert Cranmere	Elementary Teacher Dundee Schools
Maureen Kelly	High School Student St. Mary Academy
Elaine Folk	Citizen Representative Ida Public Schools
Mrs. George Oetting	Citizen Representative Jefferson Schools
Jim Snyder	High School Student Whiteford Agricultural Schools
Louise Weyer	Public Relations Office Bedford Schools

COORDINATION

Tom Mercer, Project Director	Director of Categorical Programs Intermediate School Office
Ray Peake	Superintendent, Intermediate Office
Chris Banek	Secretary, Intermediate Office

TABLE OF CONTENTS

INTRODUCTION

INTERMEDIATE BOARD OF EDUCATION..........................ii

LOCAL SCHOOL SUPERINTENDENTS..........................iii

PARTICIPANTS IN THE MERIT PLAN..........................iv

PREFACE..........................xi

THE SETTING..........................xv

PART

I. STATISTICAL DATA..........................I--1

II. ABSTRACT..........................II--1

III. NARRATIVE..........................III--1

A. Planning..........................III--1

Time Line..........................III--8

Project Approval Process..........................III-10

Supportive Team..........................III-12

Coordinating Council..........................III-13

Subcommittees..........................III-14

Screening Committees..........................III-15

Reward and Grant Systems..........................III-16

Replication and Concurrent
Strategies and Studies..........................III-18

Materials Production Service..........................III-19

table of contents - con't.

B. Project Design and Evaluation.....................III-20

Time Frame for Evaluation..........................III-21

MERIT Information System...........................III-22

MERIT Evaluation Process...........................III-24

MERIT Project Objectives...........................III-26

C. Dissemination.....................................III-36

Dissemination Strategy.............................III-39

Dissemination Objectives...........................III-41

D. Staff Qualifications..............................III-45

E. Facilities..III-51

F. Equipment and Materials...........................III-53

G. Subcontracting....................................III-55

IV. FINANCIAL DATA.....................................IV-1

First Year...IV-1

Second and Third Years.............................IV-6

V. STATEMENT OF ASSURANCES.............................V-1

LIST OF APPENDICES

Appendex

A. Endorsements
B. Innovation Profile Form
C. Mini-Achievement Contract
D. Communications/Handouts at the Planning Session
E. Communications to Building Principals

PREFACE

Why do educational innovations fail? For every successful innovation, there are many sound program and curricular ideas which are never allowed to happen or which are lost in the traditional inertia in which they are placed. Crucial to the success of any classroom innovation is the interest and skill of the teacher. Innovative ideas which are imposed from high on the administrative ladder may or may not land on fertile ground in the classroom The applicant intermediate school district and its nine constituent districts are committed to the need for classroom teachers to become the prime initiators of new ideas to benefit students

The imposing constraints on the teacher who wishes to innovate are many--some real and some perceived. The lone isolated teacher who dares to try something new which has a mild degree of novelty or risk, takes the chance of embarrassing his/her principal, or of being accused of practicing one-up-man-ship on his/her fellow teachers Great ideas are often hidden on the other side of closed classroom doors

Those persons that could help teacher innovation are seldom sought out Many good instructional ideas can be secured from the involvement of students and parents. Discrepancies of below average to high average results of the achievement scores throughout the County on the Michigan Educational Assessment Program has caused local citizens, school boards, administrators, and teachers to become increasingly concerned about instructional quality and accountability However, most of the merit approaches which have been used up to this point are punishing to staff, demeaning to the profession as a whole, destructive to morale, and insure little improvement in the quality of teaching

A VITAL NEED EXISTS TO MARSHALL THOSE WHO HAVE AN INTEREST IN THE EDUCATION OF CHILDREN AND YOUTH INTO A SINGLE SUPPORT SYSTEM WHICH WILL NURTURE THE INNOVATIVE EFFORTS OF THE CLASSROOM TEACHER.

A CLIMATE OF SUPPORT MUST BE APPARENT TO THE TEACHER FOR THE ENCOURAGEMENT TO START, MAINTAIN AND SHARE HIS/HER INNOVATIVE IDEAS AND ACTIVITIES

Frequently teachers, students and the community feel left out of the established decision-making processes of the school. The conversations over "why doesn't the school . . . ." seldom go beyond the back fence. Anger often spills over to demonstration partly because students and citizens have not been encouraged to use constructive channels of communications. STUDENTS AND PARENTS NEED THE MEANS TO INITIATE INNOVATIVE EDUCATIONAL IDEAS WITH THE COOPERATION OF THE SCHOOL.

THE CONSULTATIVE AND SUPPORTIVE ROLE OF THE INTERMEDIATE SCHOOL DISTRICT is the essential catalyst for bringing together the constituent rual and urban districts which need the stimulation of their peers to be able to see and not just hear about exciting new activities.

MERIT is the brainchild of the General Instruction Advisory Committee*, a committee which represents the nine local school districts of Monroe County in planning and developing the general instruction services offered by the Intermediate Office. This committee met several times in the Fall, 1971, to brainstorm and to generate a Model of Educational Rewards for Innovative Teaching in the form of an E.S.E.A. Title III proposal.

The next main event in the development of the MERIT plan occurred on the first weekend of February, 1972. A planning committee was formed and met at a lodging site outside of the County for one and a half days.** This retreat was

---

*List of participants is on page vi.
**Appendix C--Correspondence and Information

planned for two main reasons (a) To engage in brainstorming in a semi-closed environment in order to elicit stimulating ideas and alternative strategies which could be included in the MERIT plan, and (b) to insure that a broad spectrum of persons in the local school districts would obtain an awareness and understanding of the MERIT proposal, its content, its direction, and its implications for education in Monroe County

The final planning event, in which widespread participation was intended and evidenced, occurred on March 1 and 2 at Open Meetings on the MERIT plan.

It has been a distinct pleasure to work with the persons involved in the development of this document The members of the aforementioned committees worked with diligence and persistence at a demanding task They contributed in scholarly, idea-generating events; they disseminated information on MERIT; they assisted in the procurance of endorsements;[*] their efforts cannot go unrecognized

A special compliment should be given to the boards of education, the superintendents, and building principals for their assistance and support of a project which undoubtedly will be a shining light within the educational milieu of the County

The impact of this project will be partially determined by how well it has been planned I am confident that in the ensuing three years, we will find that the planning efforts will be part of the success story about MERIT in Monroe County The development of this plan has provided a model for other efforts to emulate

Thomas W Mercer
Project Director

---

[*] Appendix A

"............... the truly great innovations in curriculum or anything else are likely to originate in the thinking of individuals. If a few teachers can be persuaded or allowed to try really experimental departures, their enthusiasm is likely to "rub-off" on others."

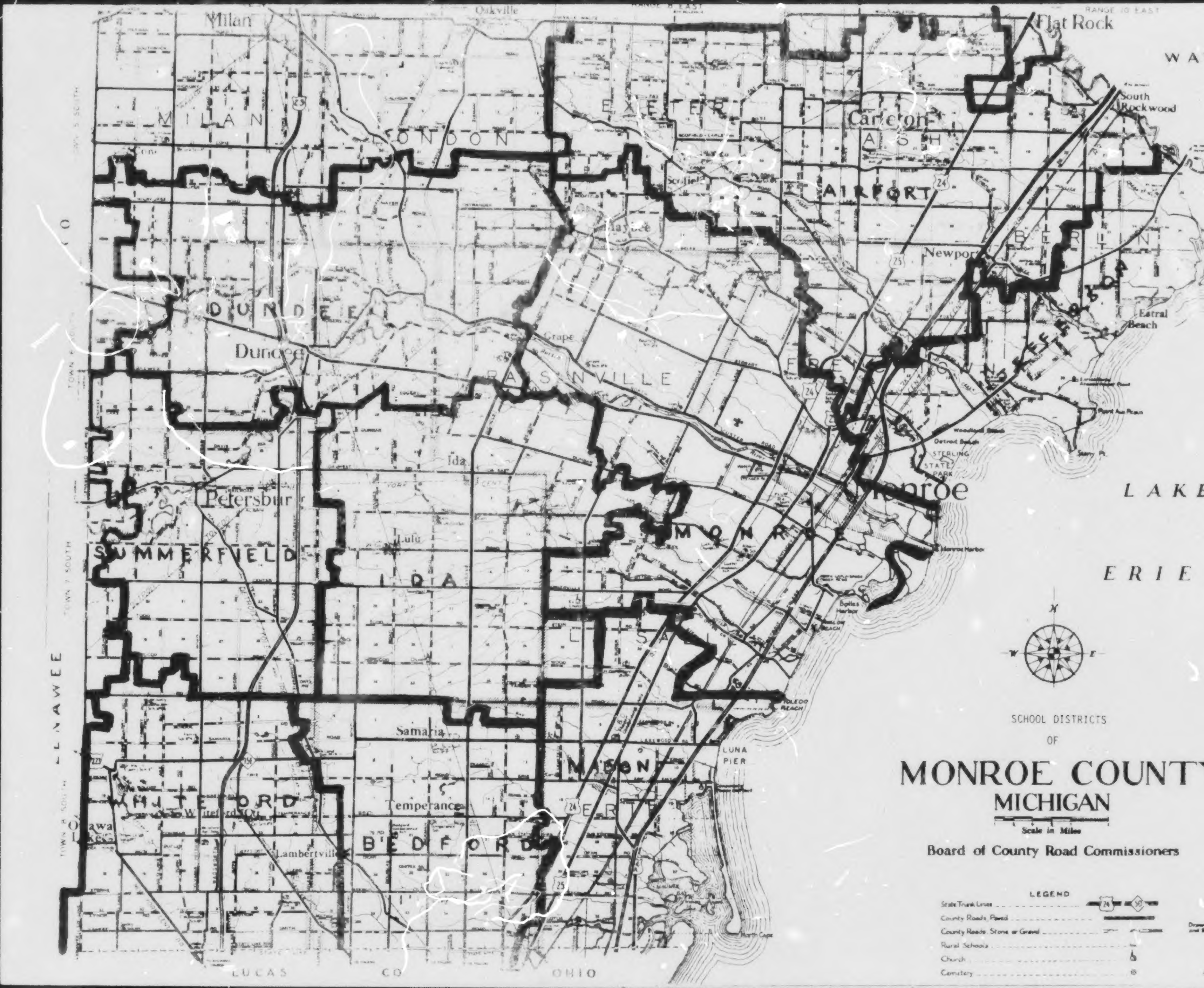
Harold Boles

THE SETTING

DESCRIPTION OF THE COMMUNITY

Monroe County, Michigan is strategically located between Detroit, Michigan and Toledo, Ohio in the heart of the Midwestern industrial belt. The County occupies approximately 560 square miles of land. The people are primarily blue-collar working class. Manufacturing, wholesale and retail trade and services are the three largest employment services in the county. Agricultural employment accounts for only 5.6 per cent of all jobs. Many residents (40 to 50%) depend on work opportunities outside the county. Unemployment rate is presently around 13% for the County.

The 1970 census showed a population of 118,479 with an ethnic breakdown of 98.1% caucasian, 1.72 black and .18 other's. The SES (Socio-Economic Status) data for 1970 is not yet available. The two population centers are, City of Monroe (23,894) and Bedford Township (20,875). Most of the County area is rural. The Intermediate School District, which is almost coterminous with the County lines, contains nine independent school districts with a student population of 34,573 (30,819 public and 3,754 non-public) and a community college with an enrollment of 1,565.

SCHOOL DISTRICTS
OF
MONROE COUNTY
MICHIGAN
Scale in Miles
Board of County Road Commissioners
LEGEND
State Trunk Lines
24
50
County Roads, Paved
County Roads, Stone or Gravel
Rural Schools
Church
Cemetery
Drawn and compiled from Federal and State Aerial Surveys
OHIO LITHO - TOLEDO, OHIO
N
E
W
LAKE
ERIE
WAYNE
CO.
LUCAS
CO.
OHIO
LENAWEE
CO.
RANGE 8 EAST
RANGE 10 EAST
TOWN 5 SOUTH
TOWN 6 SOUTH
TOWN 7 SOUTH
TOWN 8 SOUTH
Milan
Oakville
Flat Rock
South Rockwood
Carleton
Newport
Estral Beach
Scofield
Maybee
Grape
Dundee
Ida
Petersburg
Lulu
Monroe
Sterling State Park
Detroit Beach
Woodland Beach
Stony Pt.
Monroe Harbor
Bolles Harbor
Toledo Beach
Luna Pier
Samaria
Temperance
Lambertville
Ottawa Lake
MILAN
LONDON
EXETER
ASH
AIRPORT
BERLIN
FRENCHTOWN
DUNDEE
RAISINVILLE
MONROE
SUMMERFIELD
IDA
LASALLE
WHITEFORD
BEDFORD
ERIE
23
24
25
151
223

LEVEL OF INNOVATION
IN THE MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

There are fifty-two elementary (K-8) schools and eleven high schools in the Monroe Intermediate School District. Innovation Profile Forms* were sent to each building principal in an attempt to ascertain the level of innovation within the Intermediate School District. The results, which can be used as a benchmark by which project impact can be determined during the ensuing project years, are following:

I Curricular and Co-Curricular Activities

Activity	Number of Innovative Projects**
Behavior Modifications	4
Behavior Objectives	2
Career Education	3
Child Development	2
Counselling	1
Cross-age Grouping	3
Drop-out	1
ETV	1
History/Geography	1
Language Arts	31
Learning Center	1
Learning Disability	2
Mathematics	20
Outdoor Education	3
Physics	1
Recreation/Physical Education/Health	3
Science	5
Social Studies	2
Team Teaching	2
Youth-Tutoring-Youth	3
Total	91

---

*Appendix B

**Some Projects involve multiple activities

II. Funding Source

(A) Local	56
(B) State/Federal	35

III School District

Five of nine school districts reported. Five parochial schools reported.

IV. School Building

Five secondary and thirty-one elementary schools reported.

V. Number of Students Involved*

(A) Elementary Students	9250
(B) Secondary Students	945

VI. Number of Teachers

(A) Elementary	401
(B) Secondary	16

VII. Other Participants

(A) Parents	54
(B) Aides	22

---

*Some students undoubtedly counted more than once.

PART I

STATISTICAL DATA

DS-4392
1/72

Michigan Department of Education
General Education Services
ESEA TITLE III UNIT
Box 420 Lansing, Michigan 48902

RECEIVED
MAR 15 1972
ESEA TITLE III

PART I - STATISTICAL DATA

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89.10)

THIS SPACE FOR STATE USE ONLY

BUDGET PERIOD		PROJECT PERIOD	PROJECT NUMBER	No. of LEA's Served
Beginning Date	7-1-72	☒ 1st ☐ 2nd ☐ 3rd	32-0942-1/3	9
Ending Date	6-30-73			

MAILING INSTRUCTIONS Return the ORIGINAL (BLUE) copy and four WHITE copies by MARCH 1, 1972 to the STATE address indicated above. Retain ONE copy.

SECTION A PROJECT INFORMATION

1 EDUCATIONAL AGENCY

Legal Name: Monroe County Intermediate School District
District Code No.: 58-000
Telephone – Area Code/Local No.: 313-242-5454
Address: 1101 S. Raisinville Road
City: Monroe
County: Monroe
Zip Code: 48161

2. REASON FOR SUBMISSION OF THIS FORM (Check One Only)
- A. [✓ X] Application for Initial Grant (First Budget Period)
- B. Application for Second Budget Period
- C. Application for Third Budget Period
- D. End of Budget Period Report

3. IN ALL CASES EXCEPT THE INITIAL GRANT, GIVE THE MICHIGAN DEPARTMENT OF EDUCATION ASSIGNED PROJECT NUMBER.

4. EMPHASIS OF PROGRAM (Check One Only) [✓ X Experimental] Demonstration

5. TYPE OF ACTIVITY (Check One Only)
- A. Planning of Program
- B. [✓ X] Operation of Program

6. PROJECT TITLE (10 Words or Less) Model of Educational Rewards for Innovative Teaching

7. PROJECT FOCUS (Check One Only)
- A. [✓ X] General Education
- B. Handicapped
- C. Guidance and Counseling

8. TITLE III BUDGET SUMMARY FOR PROJECT

STATE USE ONLY

	BEGINNING DATE		ENDING DATE		FUNDS REQUESTED	NEGOTIATED BUDGET
	Month	Year	Month	Year		
A. Application for Initial Grant (First Budget Period)	July	1972	June	1973	$133,205	
B. Application for Second Budget Period	July	1973	June	1974	$143,198	
C. Application for Third Budget Period	July	1974	June	1975	$154,679	
D. Total Title III Funds						
E. End of Budget Report (Final)						

9 PROJECT DIRECTOR OR CONTACT PERSON

Name: T. W. Mercer
Title: Director of Categorical Programs
Address (Number, Street, City, State, Zip Code): 1101 S. Raisinville Road, Monroe, Michigan 48161
Phone Number: 242-5454
Area Code: 313

10 Name of Person Authorized to Receive Grant & Title (Please Type): Ray Peake, Superintendent
Address (Number, Street, City, State, Zip Code): 1101 S. Raisinville Rd., Monroe, Mich. 48161

11. Signature of Person Authorized to Receive Grant: Ray Peake
Phone Number Area Code: 313-242-5454

SECTION B- PARTICIPANTS

1. NO. OF PARTICIPANTS

	SCHOOLS	STUDENTS			TEACHERS		OTHER	
		Elem.	Sec.	Adult	Elem.	Sec.	Prof.	Non-Prof.
a. DIRECT PARTICIPATION	*PUBLIC	9,500	5,000	- - -	315	134	60	30
	* NON-PUBLIC	1,050	600	- - -	35	16	10	10
b. INDIRECT PARTICIPATION	*PUBLIC	300	100	- - -	800	400	200	50
	* NON-PUBLIC	75	75	- - -	200	100	100	50

*Refer to Instructions.

2. TOTAL NUMBER AND PERCENTAGE OF STUDENTS DIRECTLY SERVED

	WHITE	NEGRO	ORIENTAL	LATIN AMERICAN	AMERICAN INDIAN	TOTAL
a. Number	14,817	775	33	512	13	16,150
b. Percentage	91.7	4.8	.2	3.2	.1	100%

3. NUMBER AND PERCENTAGE OF RURAL URBAN DISTRIBUTION OF STUDENTS BEING DIRECTLY SERVED BY PROJECTS

	RURAL[1]		STANDARD METROPOLITAN AREA[2]		OTHER URBAN[3]		TOTAL PARTICIPATION[4]
	FARM	NON-FARM	LOW-SOCIO-ECONOMIC	OTHER	LOW-SOCIO-ECON	OTHER	
a. Number of Participants being Directly Served					2446	13,704	16,150
b. Percentage being Directly Served					15.1	84.9	100%

RURAL means an outlying area of less than 2,500 inhabitants.

STANDARD METROPOLITAN AREA-LOW-SOCIO-ECONOMIC AREA means an area with low-socio-economic level within a city of 50,000 inhabitants or more.

OTHER URBAN means areas with less than 50,000 inhabitants but more than 2,500 inhabitants. this category includes suburbs.

The total percent distribution must total 100%.

CTION C- APPLICANT SCHOOL DISTRICT INFORMATION

ENERAL INFORMATION (STATE USE ONLY)

GENERAL NFORMATION	U.S. CONGRESSIONAL DISTRICT	MICHIGAN	
		Senate District	Rep. District
plicant District	2nd-Mich.	11th	38-39

DISTRICT AVERAGE PER PUPIL EXPENDITURE

	LOCAL	STATE	OTHER	TOTAL
BUDGETED FOR CURRENT FISCAL YEAR				
ACTUAL PRECEDING FISCAL YEAR 19 ____				
SECOND ACTUAL PRECEDING FISCAL YEAR 19 ____				

APPLICANT SCHOOL DISTRICT ENROLLMENT

		GRADES							ADULT	OTHER	TOTALS
		PRE-K	K	1	2	3	4–6	7–12			
ENROLLMENT OF APPLICANT SCHOOL DISTRICT	Public*										
	Non-Public**										
PERSONS DIRECTLY ERVED BY PROJECTS LIVING IN APPLICANT DISTRICT	Public										
	Non-Public										

*DS-4061 DISTRICT SUMMARY 1971 Fourth Friday Membership and Personnel Report

**DS-4325 Private & Parochial School Membership Report

ECTION D- COOPERATING SCHOOL DISTRICT INFORMATION

COOPERATING SCHOOL DISTRICTS (PUBLIC AND NON-PUBLIC)

		GRADES							ADULT	OTHER	TOTALS
		PRE-K	K	1	2	3	4–6	7–12			
ENROLLMENT OF OOPERATING SCHOOL DISTRICTS	Public*		2436	2300	2401	2398	7134	13477	269	667*	31082
	Non-Public**		61	282	304	348	1074	1685	0	0	3754
PERSONS DIRECTLY ERVED BY PROJECTS OTHER THAN THOSE APPLICANT DISTRICT	Public										
	Non-Public										

*DS-4061 DISTRICT SUMMARY 1971 Fourth Friday Membership and Personnel Report

**DS-4325 Private & Parochial School Membership Report

OOPERATING SCHOOL DISTRICTS (PUBLIC AND NON-PUBLIC)

TOTAL NUMBER OF OOPERATING SCHOOL DISTRICT DIRECTLY SERVED	U.S. CONGRESSIONAL DISTRICTS REPRESENTED	STATE MICHIGAN REPRESENTATION	
		Senate	Rep.
9	2nd - Mich.	11th	38-39

S-4392
Page 4)

AVERAGE PER PUPIL EXPENDITURE OF COOPERATING SCHOOL DISTRICTS

	LEGAL NAME OF COOPERATING SCHOOL DISTRICT	AVERAGE PER PUPIL EXPENDITURE			
		Local	State	Other	TOTAL
	Airport Community Schools	257	434	24	715
	Bedford Public Schools	273	478	10	761
	Dundee Community Schools	313	343	0	656
	Ida Public Schools	222	513	0	735
	Jefferson Schools	342	340	16	698
	Mason Consolidated Schools	437	304	19	760
	Monroe City Public Schools	512	285	23	820
8.	Summerfield Schools	199	446	8	653
	Whiteford Agricultural Schools	354	363	8	725
0.					
1.					
2.					
4.					
5.					

CERTIFICATION certify that the information submitted on this report is true and correct to the best of my knowledge.

Date 3/11/77 Superintendent or Authorized Official Kay Peake (Signature)

Contact Person Thomas W Mercer Telephone 313 242-5454
Area Code/Local No.

PART II

ABSTRACT

PROJECT ABSTRACT

Title of Project MODEL OF EDUCATIONAL REWARDS FOR INNOVATIVE TEACHING

School District MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

Project Director THOMAS W. MERCER, PH.D.

Project Address 1101 S. RAISINVILLE ROAD, MONROE, MICHIGAN 48161

Project Period JULY 1, 1972 to JULY 1, 1975

Purpose: To encourage innovative teaching through support and reward systems.

Objective: To generate, implement, and share innovative curricular ideas and classroom procedures.

Participants: Teacher, students, parents, other school staff and community.

Elements:

1. Teachers and Teacher Support Team: Each teacher applicant establishes a support system of at least one other teacher, a student, a parent, and the teacher's principal, department head, or supervisor.
2. Principals and the Teacher's Colleagues: Every school building within which a teacher receives support for his (her) innovative activities receives a reward.
3. Students and Community Persons: Students, parents, and community persons or groups are invited to initiate an innovation through a classroom teacher who formally submits the application to a coordinating body of school and community representatives.
4. Teacher Incentives: The teacher receives the necessary support in terms of equipment and materials to implement the approved idea. A materials production service is available at the Intermediate School Office for teacher's use.
5. Goal Setting and Evaluation: Goals are established, and an evaluation design developed for each proposal.

6. Rewards for Success: The classroom (s) in which an innovative idea has been successfully implemented and in which the predetermined objectives have been attained is entitled to an additional monetary reward which can be used for materials, equipment, field trips, or in any other way which will offer educational enrichment to the students and their classroom.

7. Staffing: MERIT funds innovative curricular ideas and classroom procedures which do not require additional staff or the creation of a new program. The emphasis of MERIT is on changes which will lead to improvement in present classroom activities and operations for the betterment of education.

8. Dissemination: The materials production service produces illustrative materials on the MERIT program and individual projects for dissemination. Efforts are made to implement successful activities into other classrooms throughout the County.

PART III NARRATIVE

(A) PLANNING

MICHIGAN DEPARTMENT OF EDUCATION
ESEA TITLE III
Lansing, Michigan 48902

PROJECT PLANNING FORM AND INSTRUCTIONS

Instructions

Describe your planning for this program. Address your response to the following using the letters preceding each in the order presented. If your response is presented elsewhere in this application, then your response should indicate that location.

A. CITE EVIDENCE THAT THIS PROJECT HAS AN ACCOUNTABILITY MODEL WHICH IS EITHER RELATED TO THE COMMON GOALS OF MICHIGAN OR LOCALLY DEVELOPED GOALS.

Each participating local school board of education will adopt the Common Goals of Michigan or establish their own locally developed goals. The selection process for each achievement contract will include a consideration of the relationship of the contract to the LEA's established goals.

B. CITE EVIDENCE THAT THIS PROJECT HAS PERFORMANCE OBJECTIVES WHICH ARE MEASURABLE, AND APPROPRIATE ACTIVITIES WHICH FACILITATE ACHIEVING THEM.

The MERIT project goals, objectives, delivery systems, and evaluation procedures are recorded in the EVALUATION and DISSEMINATION chapters. Each achievement contract will have its own performance objectives in measurable terms, a delivery system and a method of evaluation.

C. CITE EVIDENCE THAT THIS PROJECT IS DESIGNED TO DEMONSTRATE SOLUTIONS TO IDENTIFIED CRITICAL EDUCATIONAL NEEDS AND WILL SUBSTANTIALLY INCREASE THE EDUCATIONAL OPPORTUNITIES OF CHILDREN IN THE AREA OF THE STATE TO BE SERVED.

Need studies will be conducted by the project staff at the start of the first and third years so that program priorities can be publicized. Appropriate random sampling techniques will be used. Teachers, parents, and students will be included in the surveys. The surveys of needs will be compiled in priority sequence for all participating school districts. The list of critical educational needs in priority sequence may or may not be a reflection of a classroom for which a mini-achievement contract is being planned. There may exist needs unique to a particular classroom or perhaps an idea is being suggested to confront one facet of a broad, general need.

Each school district's list of needs and program priorities will only serve as a guide. The list of critical needs as determined by the State Department will be distributed to each classroom teacher and will also serve as a guide. A teacher will still be encouraged to submit his/her idea even if it is not included on these lists. Each mini-achievement contract must include an assessment of need(s) in the classroom as a justification for each suggested idea.

The project staff, the supportive team, the school district's screening committee and consultants, when necessary, will lend assistance to the teacher in this endeavor. Existing assessment measures/instruments can be drawn upon when appropriate. In most instances, the critical educational need and proposed idea will be analyzed and an assessment prescription will be developed which is meaningful for that particular classroom clientele.

D. CITE EVIDENCE THAT THERE HAS BEEN AND WILL CONTINUE TO BE A DELIVERY SYSTEMS ANALYSIS WHICH INCLUDES:

(1) ADEQUATE PLANNING FOR THE PROPOSED PROJECT

The MERIT plan was developed through the efforts of many persons with diverse backgrounds and occupational roles. The detailed background of the planning effort is recorded in the Preface of this document.

The plan will be continuously revised through the efforts of the GENERAL INSTRUCTION ADVISORY COMMITTEE, THE COORDINATING COUNCIL, and other committees to be established and other persons. The information for making decisions on plan revision will be obtained through the information and evaluation systems to be installed during the first project year.

(2) UTILIZATION OF THE BEST AVAILABLE TALENTS AND RESOURCES

The project staff will be marshalling the talents and resources of Monroe County for project deployment, especially in support of teachers who are engaged in developing or implementing an innovative idea or activity. Outside consultants will be brought in when necessary.

Evaluation capability is limited within the Intermediate School District. Therefore, outside support is anticipated in this area. Workshops and other forms of in-service training will be developed by the project staff in conjunction with Universities and private companies and in accordance with the perceived educational needs of the school staffs and the concepts of MERIT.

(3) PARTICIPATION IN THE PROJECT ACTIVITIES BY STUDENTS, PARENTS, SCHOOL PERSONNEL, NON-PROFIT PRIVATE SCHOOL REPRESENTATIVES AND OTHER PERSONS, INCLUDING THOSE WITH LOW INCOME, BROADLY REPRESENTATIVE OF THE CULTURAL AND EDUCATIONAL RESOURCES OF THE AREA TO BE SERVED, (ATTACH A LIST OF PLANNING COMMITTEE MEMBERS)

The two lists of committee members that functioned during the planning stages of MERIT are found on pages vi and vii. It is anticipated that many of these persons will be on the Coordinating Council and on the screening committees at the local level. Additional persons will be asked to serve on other subcommittees and ad-hoc committees as needed. The project staff will vigorously recruit additional participation from the non-profit private school sector as well as persons representing cultural and educational resources, which heretofore were not involved

(4) A FEEDBACK MECHANISM

Feedback mechanisms were built into the planning events. The information and evaluation systems will encorporate several reporting subsystem levels in order to meet the information needs of various decision-makers, decision-influencers and other clients for information. The particular transmission channels used will be carefully analyzed in terms of their usefulness and effectiveness.

The various audiences will be queried concerning the information products, their appropriateness, reliability, timeliness, pervasiveness, and credibility.

E CITE EVIDENCE THAT EVALUATION STRATEGIES ARE BASED ON VALID RESEARCH METHODOLOGY WHICH WILL PROVIDE EVIDENCE TO DETERMINE THE EXTENT TO WHICH THE BEHAVIOR OF THE PARTICIPANTS HAS BEEN IMPROVED

The overall MERIT Project will be monitored and evaluated within the framework of the CIPP Evaluation Model, researched and developed by Dr. Daniel L. Stufflebeam of Ohio State University.[1]

The CIPP (Context, Input, Process, Product) strategies will envelop each achievement contract in order to evaluate the educational changes taking place during the implementation and operation stages of the funded ideas.

Within each contract, the specific variables which constitute the stated objective(s) and represent the factors involved will be identified in order that a scheme of analysis can be established within the evaluation design developed for that contract. The EPIC Evaluation Model[1] can serve as a guide in pinpointing the particular variables which formulate the factors. Consultant support will be brought in, when needed, to assist in (1) the design of each achievement contract, (2) the implementation of the funded idea, (3) helping the teacher monitor the total situation as it evolves, pinpointing, and eliminating defects in the design as they occur, and (4) exposing the outcomes of the contract via a product evaluation.

---

[1] Stufflebeam, Daniel L., "Evaluation as Enlightenment for Decision-Making" (address at working conference on assessment theory, the Commission on Assessment of Educational Outcomes, the Association for Supervision and Curriculum Development, Sarasota, Fla., January, 1968).

F. CITE EVIDENCE THAT PROVISIONS FOR DISSEMINATION OF INFORMATION ABOUT THE PROJECT ARE APPROPRIATE AND ADEQUATE FOR THE AREA TO BE SERVED.

The project staff will utilize present channels and modes of communication within the County and particularly within the Intermediate School District which have proven to be useful and effective in the past. In addition, other communication strategies will be tested in an attempt to develop a prototype dissemination system which will ensure the attainment of the stated objectives as recorded in the chapter on DISSEMINATION and serve as a model for others to use in activities of this nature.

G. DESCRIBE HOW THE PROJECT WILL ADDRESS ITSELF TO EACH OF THE FOLLOWING:

(1) TO WHAT EXTENT IS THE PROPOSED PROJECT SUPPLEMENTAL TO THE REGULAR SCHOOL PROGRAM? TO WHAT EXTENT IS THE PROPOSED PROJECT RELATED TO, AND/OR COORDINATED WITH, LEGISLATION EITHER IN OPERATION OR PLANNED?

The regular school programs do not involve the concepts nor strategies of MERIT. MERIT is coordinated to some extent with the anticipated legislation which will establish Renewal Centers Professional training and growth is certainly involved in MERIT. All compensatory legislation focuses on basic skill and cognitive development as does MERIT.

---

[1] EPIC Organizational Structure, EPIC Evaluation Center, Tucson, Arizona.

(2) TO WHAT EXTENT WILL THE FULFILLMENT OF THE PROJECT'S GOALS CONTRIBUTE TO THE SOLUTION OF THE CRITICAL EDUCATION NEEDS OF THE DISTRICT?

As indicated in section C of part III (A), the identification of the critical educational needs of each local school district, as well as the identification of individual classroom needs will play a vital part in the project. Each achievement contract will include objectives which are in line with evidenced needs. The needs assessment study planned for year three will help to determine whether, over the first two years of the project, some critical needs have been alleviated or possibly eradicated in the Monroe County Intermediate School District. The study will also provide a benchmark against which to measure the overall impact of the project to date and serve as a guide for narrowing or expanding the project's focus the third year.

(3) TO WHAT EXTENT WILL THE PROJECT PROVIDE FOR CHIDREN IN NON-PROFIT PRIVATE SCHOOLS IN THE AREA TO BE SERVED?

The project will, to the extent consistent with the number of children enrolled in non-profit private schools in the area to be served whose educational needs are of the type provided by the project, provide for the effective participation of such children on an equitable basis.

(4) TO WHAT EXTENT IS THERE AWARENESS OF THE PLANNING COMMITTEE OF SIMILAR PROGRAMS, RESEARCH FINDINGS, AND EXPERTS KNOWLEDGE?

The MERIT Planning Committee at the planning retreat became aware of the other projects and research findings which might support or supplement MERIT.

Mr. Norm Milchus of Person-O-Metrics, Dearborn Heights, Michigan chaired the evaluation subcommittee and offered the necessary expertise in evaluation. MERIT, to the author's knowledge, is unique, but the integrants are not.

(5) WHAT PROVISIONS WILL BE MADE TO CONTINUE SUCCESSFUL ACTIVITIES AFTER TERMINATION OF PROPOSED PROGRAM?

A list of successful project activities which deserve continued financial support and other good activity ideas which deserve initial funding will be periodically distributed to the constituent school boards and local community agencies to stimulate new sources of sponsorship.

The virtue of the MERIT concept is that FUNDING SUPPORT IS FLEXIBLE. Many federally funded projects are faced with the do-or-die decision for the single district to pick up a large expense in order to keep the project alive. The MERIT concept is collapsible or expandable as the available funds of the nine districts permit. EVEN A TOKEN AMOUNT CAN KEEP THE CONCEPT ALIVE. As teachers become more oriented towards initiating innovations, they can take advantage of the support teams and consultant support that they experienced----even if the catalyst of the incentive is reduced or withdrawn. The strong broad based involvement of school boards, teachers, students, parents, and the community will form a postive base of continuing interest. Even without the benefits of all the innovative activities, the MERIT concept will have earned its place through public awareness of the ambition and creativity of the community's teachers. AS FOR THE INNOVATIONS THEMSELVES, THEY SHOULD BE THE SPRINGBOARDS TO MORE CREATIVE APPROACHES TO THE GOALS OF EDUCATION. Once inaugurated, the successful innovation should stand firm.

TIME LINE FOR MAJOR PROJECT ACTIVITIES

	1972	1973	1974
MAJOR ACTIVITIES	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A
Formation of Committees	* - - - -		
Selection and Implementation of Contracts	* - - -	- - - - - - - - - - - - - -	- - - - - - - - -
Workshops, In-Service, Consultant Support	* - - - -	- - - - - - - - - - - - - -	- - - - - - -
Operation of Materials Production Service	* - - - - -	- - - - - - - - - - - - - -	- - - - - - - -
Dissemination	* - - - - - - - - - - -	- - - - - - - - - - - - - -	- - - - - - - -
Evaluation	* - - -	- R - - R - - AP - - R - -	- R - - R - - AP -

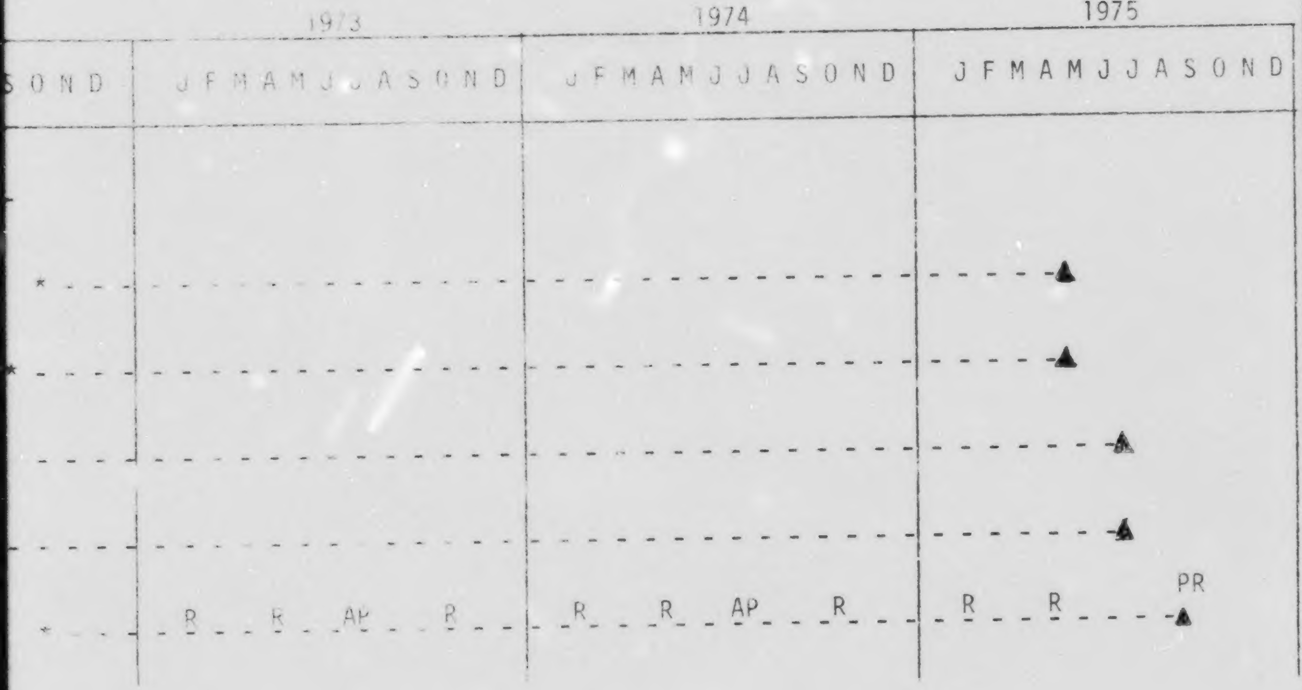
LEGEND:

R - - - - Quarterly Report

AR - - - - Annual Report

PR - - - - Final Project Report

TIME LINE FOR MAJOR PROJECT ACTIVITIES



PROJECT PROCESS AND PARTICIPANT INFORMATION

PROPOSAL APPROVAL PROCESS

1) A teacher(s) with an idea for possible MERIT funding gathers her supportive team, discusses the idea, obtains reactions, additional ideas and comments and eventually completes the Innovation Profile Form (IPF)[1] Assistance will be readily available from the project staff.

2) A student, parent, school administrator or other community person/group contacts a teacher(s) or (a) building principal (b) department head or (c) project director, who in turn contacts a teacher(s) who agrees to implement, if funded, a MERIT contract in her classroom(s) Step one above is then next.

3) The Innovation Profile Form is submitted to the local school district's screening committee for consideration and recommendation An IPF can be rejected, referred back to the originator for additional development or accepted

4) Each accepted IPF is then formulated into a mini-achievement contract (MAC)[2] between the teacher(s) and the Intermediate Board of Education. The MERIT Director will contact the teacher(s) and her supportive team at this point and bring to bear the necessary assistance needed for contract development

5) The MAC is submitted to the Project Director who after removing the author(s) and school district identification, refers it to the selection/rewards subcommittee for consideration and recommendation

6) Recommended MAC's are sent to the Coordinating Council for final disposition

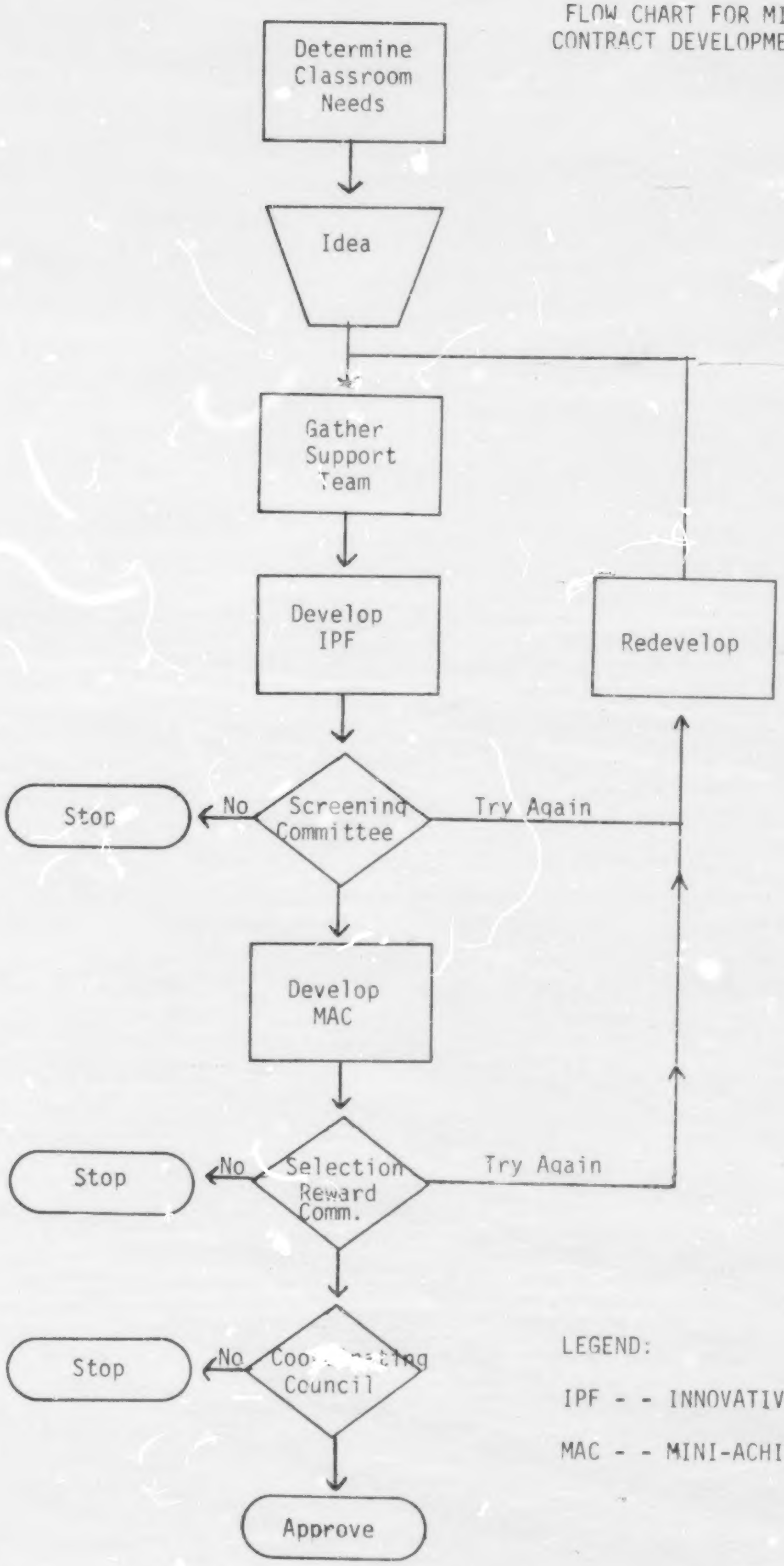
7) In order that each participating school district receives approval of at least six mini-achievement contracts within the life of the MERIT project, the Intermediate Superintendent has the right to approve for funding any project that has been referred by a local school district screening committee.

---

[1] Appendix B

[2] Appendix C

FLOW CHART FOR MINI-ACHIEVEMENT CONTRACT DEVELOPMENT AND APPROVAL


Determine Classroom Needs
Idea
Gather Support Team
Develop IPF
Redevelop
No
Stop
Screening Committee
Try Again
Develop MAC
No
Stop
Selection Reward Comm.
Try Again
No
Stop
Coordinating Council
Approve

LEGEND:

IPF - - INNOVATIVE PROFILE FORM

MAC - - MINI-ACHIEVEMENT CONTRACT

SUPPORTIVE TEAM

The supportive team concept provides a certain degree of uniqueness to this Title III project. The team not only can support teachers in their particular endeavors, but also can lend assistance, according to their particular strengths and experiences. The mini-achievement contract that evolves from the efforts of a teacher and her support team will, not necessarily, but probably be a much better product with a greater chance of success.

The supportive team can:

1. Assist in the planning of the proposal
2. Lend support to the teacher in her presentation to the local screening committee
3. Assist in the development of the mini-achievement contract
4. Suggest additional resources, material and human, which may be of help to the effort
5. Assist in the implementation and operation of the contract
6. Be a part of the evaluation process (provide information through questionnaires and structured interviews, etc.)
7. Plan the utilization of the rewards and grants
8. Assist on field trips for students.

COORDINATING COUNCIL

The Coordinating Council is the governing body for the project. The Council acts on all mini-achievement contracts; makes final decisions on rewards and grants; receives and acts on all planning, evaluation, and dissemination reports; determines adjustments in program operations and engages in future planning.

The Coordinating Council's authority is only limited to the extent that the Intermediate Board of Education is the responsible body for the Title III grant and therefore is accountable for its actions to the State Department of Education and the Federal Government

The Coordinating Council will consist of:

9 Public School Teachers (5 Elementary, 2 Junior High, 2 Senior High)

9 Public School Administrators/Board of Education Members

5 Citizens

4 Students

1 Parochial School Administrator/Board of Education Member

1 Parochial School Teacher

1 Parochial School Student of Citizen

1 MERIT Project Director

1 Intermediate Office Representative

32 Members

SUBCOMMITTEES

Four subcommittees will be established, planning, evaluation, dissemination, and contract selection/rewards.

Each subcommittee will be a nine-member body. Four of the members will be on the Coordinating Council and five will be on local screening committees. Other persons will be invited to participate in an ex-officio capacity. The project director or his representative will attend each subcommittee meeting.

Subcommittee responsibilities and involvement include:

1) Meeting at least once a month
2) Assisting in the development of progress reports for review by the Coordinating Council
3) Reviewing documents generated by the project staff or consultants on their areas of responsibility
4) Providing recommendations and guidance to the Coordinating Council with respect to their areas of responsibility
5) Participating in workshops on their area of responsibility (evaluation, dissemination, etc.)
6) In regard to the contract selection/rewards subcommittee, reviewing all mini-achievement contracts, negotiating rewards and grants with the contract authors and submitting appropriate recommendations to the Coordinating Council.

SCREENING COMMITTEES

Each of the nine local school districts will select a screening committee of size and representation as determined locally. Each committee must have teachers The superintendent of schools will be responsible to see that this committee is formed

The duties of the screening committees will include:

1) Assisting parents, students, and other community person/groups in obtaining consideration of their ideas
2) Assisting the teacher and her support team in completing the proposal form
3) Reviewing and selecting proposals for contract development
4) Assisting the teacher(s) in obtaining adequate assistance in developing the contract
5) Submitting the contracts to the Project Director
6) Participating on subcommittees or ad-hoc committees when needed
7) Participating in in-service/workshops
8) Being the communication link for MERIT between the project staff and the local school district
9) Disseminating MERIT information provided by the project staff to all interested and identified parties within the local school district

REWARD AND GRANT SYSTEMS

There will be two rewards and one grant built into each mini-achievement contract. Following are the details of each:

1. Approval reward - - The school building for which a MERIT contract has been approved is entitled to a reward. The particular utilization of this reward will be mutually agreed upon by the teacher(s) who will be the implementor(s) of the contract and the building principal. The reward must be used for an educational purpose. Records will be maintained on the rewards and their utilization by the appropriate school district's business office. A copy of each invoice will be forwarded to the Intermediate School Office for reimbursement. Each school building is entitled to as many rewards as there are approved MERIT contracts for that building.
2. Mini-Achievement Contract Implementation Grant - - Each contract will contain a budget which has been negotiated between the contractor and contractee. The contractor will direct the expending of the grant through the appropriate local school district's business office who will purchase the items and submit invoices to the Intermediate School Office for reimbursement.

   The local school district will assume the responsibility for maintaining proper records of all financial transactions. In addition, the local school district assumes all responsibility for maintenance of equipment purchased with MERIT funds.

   The Intermediate Office retains ownership of all materials and equipment during the life of the MERIT project at which time ownership of materials and equipment, which were used within successful projects, will be assumed by the local school district. In case materials and equipment are taken from a contractor who was successful in order to install the same or similar idea in another classroom, the materials and equipment will revert to the classroom within which the first successful contract was completed. Ownership is then assumed at the end of the life of MERIT project by the local school district within which the classroom exists.

3. Contract Completion Reward - - Upon successful completion of a mini-achievement contract, the participants in the contract (teacher(s), student(s), other) receive a predetermined reward in accordance with the contract. All rewards will be predicated on the degree of success evidenced. That is, the predetermined reward can be reduced in relationship to the number of objectives attained and at what level of attainment.

   The contract participants decide the particular use of this money which must be for educational purposes. The financial transaction(s) is made by the appropriate school district's business office and the invoice(s) is sent to the Intermediate School Office for reimbursement.

Non-Public Schools

The non-public schools will not receive monetary rewards or grants but will request items to be purchased by the Intermediate School Office. The Intermediate Office will retain ownership of all non-expendable property purchased for non-public schools unless the property is such that it can permanently be given to the students to take home at the end or during the mini-achievement contract period.

Identification

All materials and equipment purchased with MERIT funds will be properly labeled MERIT, E.S.E.A. Title III.

REPLICATION AND CONCURRENT
STRATEGIES AND STUDIES

Efforts will be made to diffuse successful ideas into other classrooms in the project area. In addition, some contracts may involve concurrent implementation of an idea into several classrooms within a school building, in different buildings within a school district or in several school districts.

MATERIALS PRODUCTION SERVICE

The Materials Production Service will be located in the Media Center. The anticipated capabilities and components are following:

1) Preparation of instructional materials which are needed for a MAC, but unavailable from a Vendor.
2) Training, in the field when feasible, in the use of instructional materials and instructional and graphics production equipment.
3) Preparation of the various materials and visuals necessary for dissemination activities.
4) Depository for information on educational innovations within Michigan and throughout the nation.
5) Depository for sample curricular materials and instructional equipment on consignment when available.

PART III NARRATIVE

(B) PROJECT DESIGN & EVALUATION

Time Frame for Evaluation

Each mini-achievement contract will involve a needs-assessment which becomes the baseline for judging the success or failure of the innovative idea. Both formative and summative evaluation designs will be built into the contracts and implemented with the assistance of the supportive team, the project staff, and consultants. The time frames will vary.

The time frame for evaluation of the overall project is as follows:

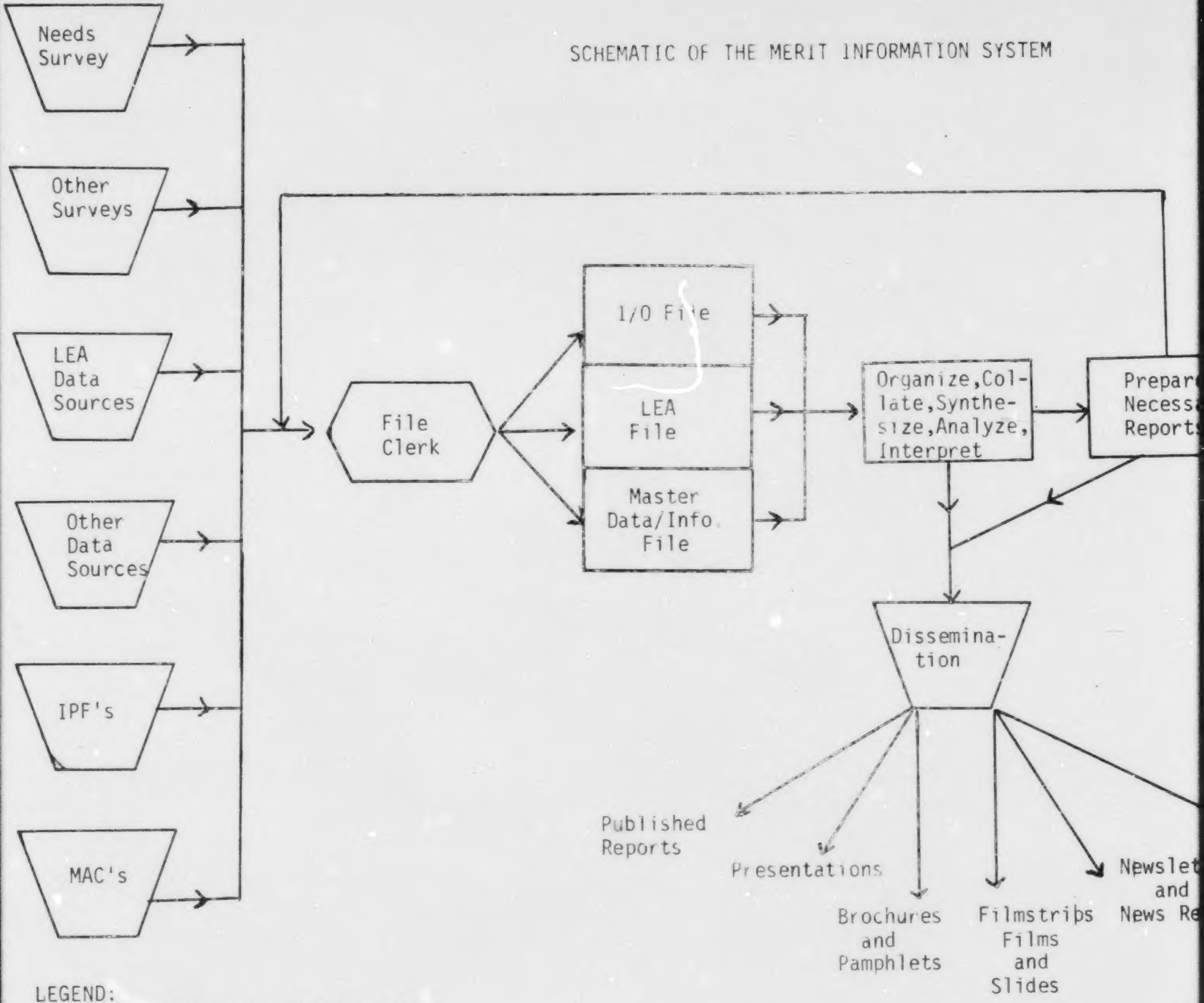
Evaluation Activity	Time Period
1. Determination of Level of Innovative Activity in the County	2-11-72 to 2-21-72
2. Needs assessment for each L.E.A.	8-72 to 10-72
3. Formative Evaluation	conduct: Continuous report: Every 3 months starting 1-73
4. Summative Evaluation	conduct: June through July of each year report: August 1 of each year
5. Three year program report	September 1, 1975

EVALUATION COSTS

Budget Year	Estimated Cost
1	12,000
2	10,000
3	8,000

Note: During the first project year it is anticipated that the consultant support can deposit an ever-increasing degree of project design and evaluation capability within each local screening committee and the evaluation subcommittee so that the need for consultants will diminish.

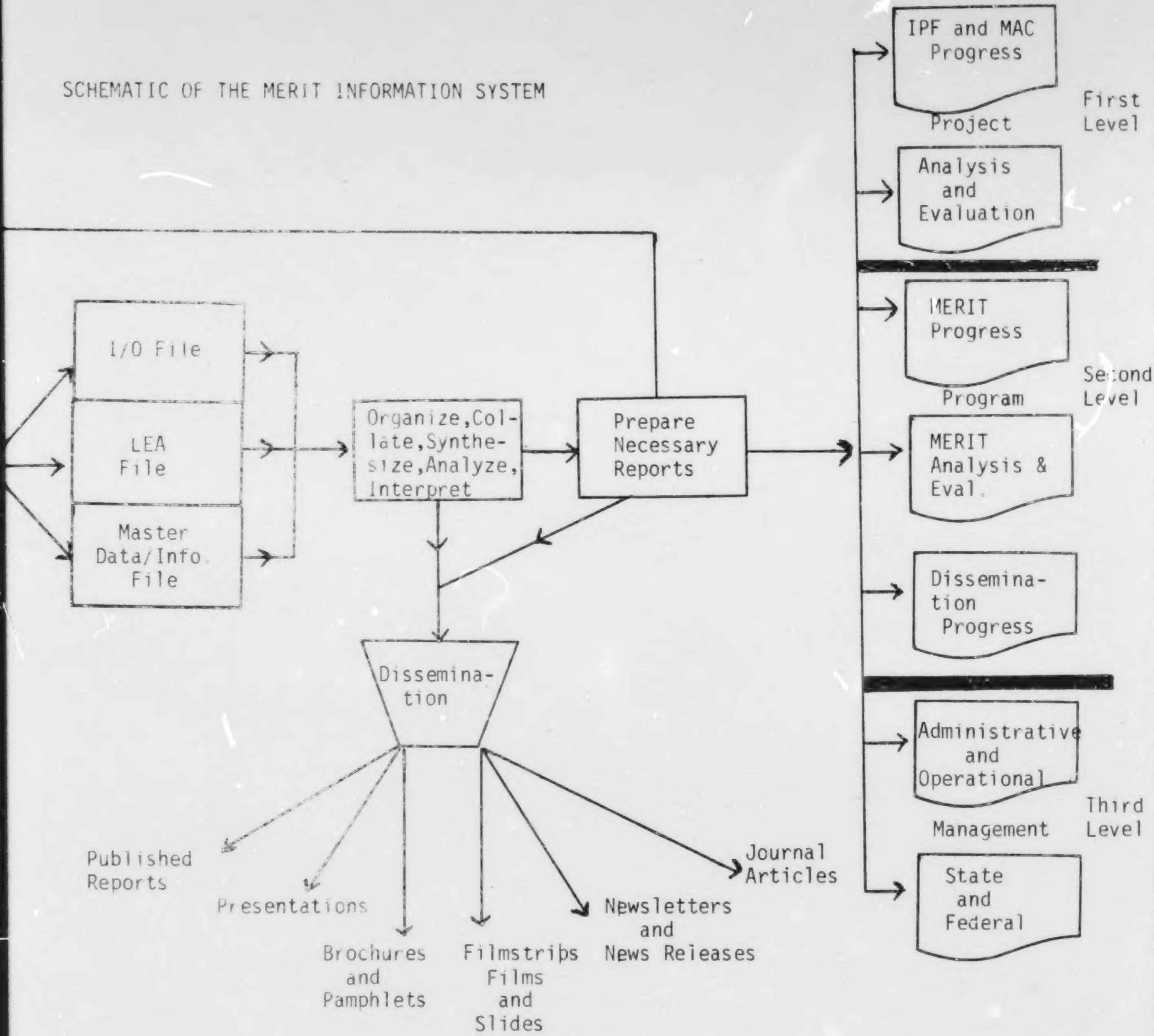
SCHEMATIC OF THE MERIT INFORMATION SYSTEM


Needs Survey
Other Surveys
LEA Data Sources
Other Data Sources
IPF's
MAC's
File Clerk
I/O File
LEA File
Master Data/Info File
Organize,Collate,Synthesize,Analyze, Interpret
Prepar
Necess
Reports
Dissemination
Published Reports
Presentations
Brochures and Pamphlets
Filmstrips Films and Slides
Newslet and News Re

LEGEND:

IPF	INNOVATION PROFILE FORM
MAC	MINI-ACHIEVEMENT CONTRACT
LEA	LOCAL EDUCATION AGENCY

SCHEMATIC OF THE MERIT INFORMATION SYSTEM


I/O File
LEA File
Master Data/Info File
Organize, Collate, Synthesize, Analyze, Interpret
Prepare Necessary Reports
Dissemination
Published Reports
Presentations
Brochures and Pamphlets
Filmstrips Films and Slides
Newsletters and News Releases
Journal Articles
IPF and MAC Progress
Project
Analysis and Evaluation
First Level
MERIT Progress
Program
MERIT Analysis & Eval.
Dissemination Progress
Second Level
Administrative and Operational
Management
State and Federal
Third Level

MERIT INFORMATION SYSTEM

(The following narrative accompanies the diagram)

The project staff and others identify the data/information needs through an inventory of possible decision alternatives in order to later differentiate and order these alternatives in the decision situations. Data/information collection and storage is the next step, followed by a manipulation of stored data/information into structures that best fit and serve evaluation and dissemination. The process of structuring the data/information (report formulation) requires (a) identification of the users or audiences, (b) selection of reporting levels (c) determination of the mode (style, content, and reporting media) and (d) establishment of the reporting schedule.

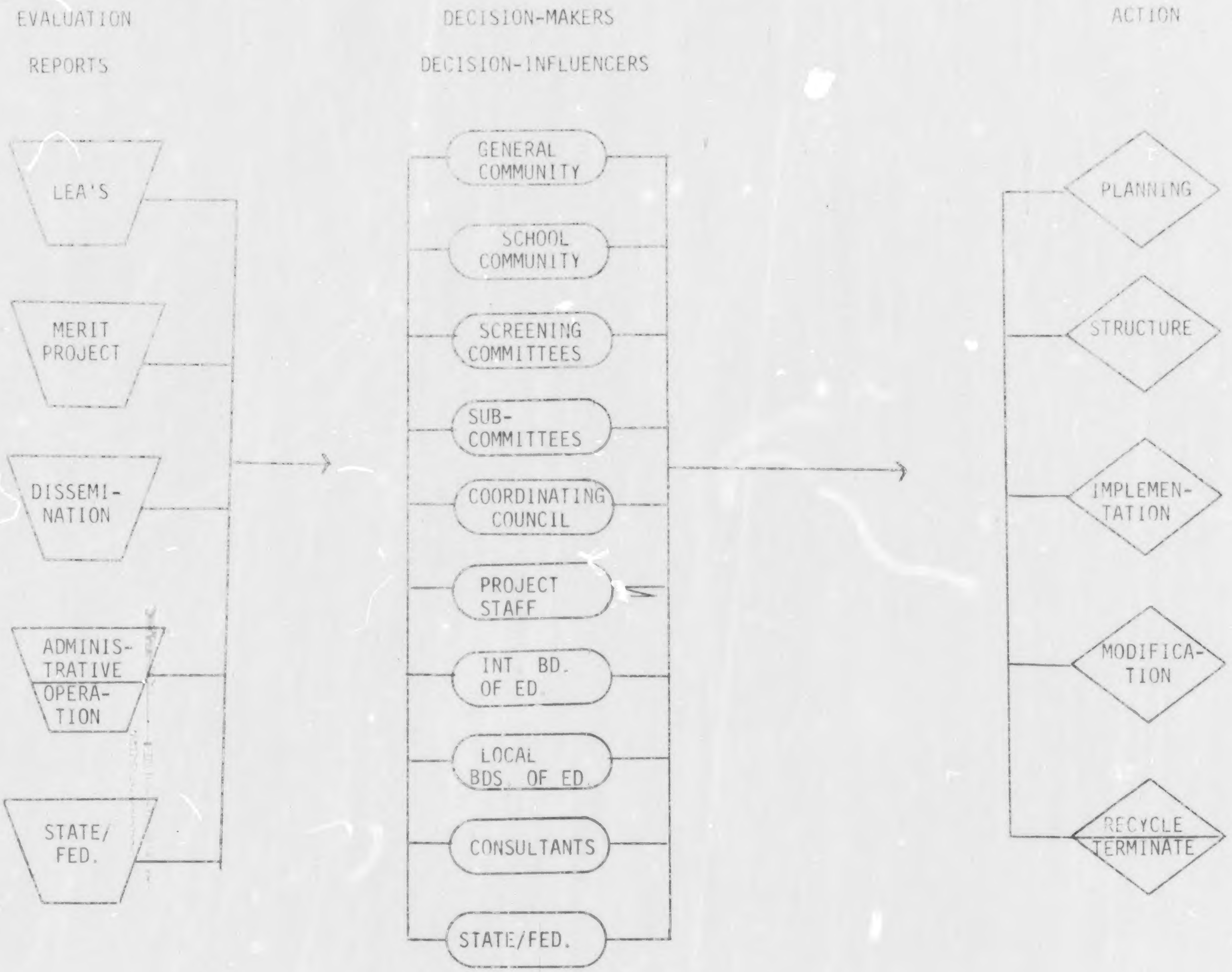
As seen in the diagram, three reporting levels have been established which will serve the various audience's needs and interests.

MERIT EVALUATION PROCESS

Evaluation is a judgment process, the choosing among possible alteratives for project action. The information system identifies, obtains, and provides information for judgment purposes. The schematic indicates the kinds of reports which will precipitate out of the information system. These reports will be scrutinized by the key decision-makers and influencers in order that project decisions can be made and action plans executed. The types of decisions are presented under the label ACTION.

The person(s) responsible for the information system will serve as an interface between it and the evaluation process. The operator of the information system will engage in decision-making to the degree that he will analyze and interpret the information to those persons/groups responsible for the decisions.

THE MERIT EVALUATION PROCESS


EVALUATION
REPORTS
DECISION-MAKERS
DECISION-INFLUENCERS
ACTION
LEA'S
MERIT PROJECT
DISSEMINATION
ADMINISTRATIVE
OPERATION
STATE/FED.
GENERAL COMMUNITY
SCHOOL COMMUNITY
SCREENING COMMITTEES
SUB-COMMITTEES
COORDINATING COUNCIL
PROJECT STAFF
INT BD. OF ED.
LOCAL BDS. OF ED.
CONSULTANTS
STATE/FED.
PLANNING
STRUCTURE
IMPLEMENTATION
MODIFICATION
RECYCLE
TERMINATE

MERIT PROJECT OBJECTIVES

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS

Performance Objective(s)	Delivery System's)	Criteria for Measuring Success
1) At least 45 mini-achievement contracts will be accepted during the first project year. At least 60 mini-achievement contracts will be funded the second year. (Some contracts will be continuations from the first year.) At least 75 mini-achievement contracts will be funded the third year. (New ideas, replications, and continuations)	1) a. Inform, through personal contact, the local school district staffs about MERIT and deposit application forms with them before June b. Establish committees in September c. Gear up the dissemination effort rapidly. d. Project staff will work closely with the local MERIT screening committees in encouraging the submission of ideas. 2) a. Monitor the dissemination effort, b. work through the screening committees in encouraging ideas and, c. ensuring adequate support to the teacher(s) in the development of ideas. 3) Same as (2)	1) a. Number of ideas being submitted to the local screening committees and number of contracts being considered by the Coordinating Council and its subcommittees. b. Number of contracts selected 2) and 3) Same as (1)

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS IN ALL PARTICIPATING LOCAL SCHOOL DISTRICT

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
Each participating school district will have at least six mini-achievement contracts selected by the coordinating council within the three-year period of the project	a) Ensure that the necessary supportive services are available to each local school district b) Maintain a record of contracts selected and their respective school districts c) Project staff will increase the frequency of personal contacts with districts that are not responding	Number of ideas submitted to each local screening committee, and number of contracts by districts submitted to the Coordinating Council and its subcommittees

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL. TO FOCUS THE MAJORITY OF THE PROJECT EFFORTS ON EARLY CHILDHOOD COGNITIVE AND SKILL GROWTH AND DEVELOPMENT

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
1) At least 60% of the mini-achievement contracts for innovations which are selected by the Coordinating Council during each of the three project years will serve youngsters and pupils from pre-school age through grade 8	1) a. Disseminate this priority to each school building staff b. Concentrate supportive services at this level	1. Percentage of contracts selected with pre-school through grade 8 clientele involved
2) At least 50% of the selected mini-achievement contracts for each year for pre-school through grade 8 will have stated objectives and a delivery system through which cognitive, information or basic skill gains are anticipated for the student clientele.	2) a. Provide the necessary support services to encourage and enable it b. objectives, delivery system, and evaluation a requisite for contract acceptance	2. Percentage of contracts selected with cognitive information or basic skill gains anticipated
3) To install at least 25% of the successful innovations on skill development into at least two other classrooms per innovation within the County in project years two and three.	3) Project staff concentrates on diffusion of innovations a. Inform target population about project innovations, successes, and failures b. Demonstrate the effectiveness of project innovations c. Training target populations in the use of the project innovations. d. Service and nurture installed innovations	3. Number of successful innovations installed in other classrooms

PROJECT AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS AT ALL GRADE LEVELS

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
1. At least 20% of the selected mini-achievement contracts each year will serve pupils in grade levels 9 through 12	1) a. Inform each school district of this objective b. Build this objective into the screening and selection processes c. Offer supportive assistance necessary	1. Percentage of contracts selected involving grades 9 through 12 clientele
2. At least 50% of the selected mini-achievement contracts each year in grades 9-12 will focus on skill development.	2) a. Inform each school district of this objective b. Build this into screening and selection process	2. Percentage of contracts involving grades 9 through 12 and focusing on skill development

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO PROVIDE MULT-PARTY PARTICIPATION THROUGH MINI-CONTRACTS

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
All mini-achievement contracts will have a support team of at least one additional classroom teacher, a student, a parent, a building administrator or other supervisor and furthermore each participant in the contract will be involved in all aspects of the contract.	A. All contracts must document (1) the nature of participation of the support team during the initiation and development stages of the ideas and (2) project the anticipated involvement in the implementation and operation stages. B. Support team, as described, a requisite for contract consideration C. A major criterion for contract selection and continuance will be the degree of participation of the support team in the contract	Documentation of support team involvement

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE STUDENTS, PARENTS, AND COMMUNITY TO INITIATE IDEAS AND PARTICIPATE IN ALL ASPECTS OF THE MINI-ACHIEVEMENT CONTRACTS

Performance Objective (s)	Delivery System(s)	Criteria for Measuring Success
At least 20% of all selected contracts each year will involve classroom innovations which have been initiated by non-school personnel	A) Ideas initiated by students, parents or other community persons will be given priority over ideas initiated by teachers or other school officials B) Project staff and school staff contact community groups and individuals interested in becoming part of the MERIT effort C) Dissemination products consider this objective	Number of contracts submitted to screening committees and co-ordinating council and its subcommittees which were initiated from public sector and percentage of contracts of this nature selected

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ESTABLISH A CLIMATE OF SUPPORT TO THE INNOVATION OF TEACHERS

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
1. The teacher(s) will be given the support that is requested in: A) Committing the innovation to record B) developing the mini-achievement contract C) implementing the achievement contract C) monitoring the situation and making the necessary adjustments in the operations E) determining the actual outcomes/results	1. (A) through (E) - adequate supportive services	1. a. Evaluation of consultant suppor b. Assessment of teachers' attitudes on support being received and support needed in relationship to contract expectations
2. Each selected contract will involve incentives	2. Encorporate incentive system into each contract of two rewards (contract acceptance and completion) and one grant (contract implementation). Incentives are mutually agreed upon by contractor and contractee as part of the contract approval process	2. None, incentive system automatic
3. Each selected contract will bepublicized and the participants publicly recognized	3. A. All approved contracts publicized in dissemination products and in local newspapers B. participants publicly recognized through issurance of MERIT buttons, presence at MERIT demonstrations and through personal appearances at meetings.	3. Degree of contract and participant "exposure"

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ESTABLISH A MATERIALS PRODUCTION SUPPORT SERVICE IN THE INTERMEDIATE SCHOOL MEDIA CENTER

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
1. To develop a resource library list of educational hardware and software vendors, new products available and price lists for the use of school staffs	1. Compile lists, obtain software samples whenever possible	1. Resources available versus needs as perceived through requests
2. To prepare, if necessary, materials which will be used as part of an achievement contract	2. Purchase preparation and production equipment which will complement or supplement available local resources	2. List of materials prepared
3. To train local educators in the preparation and production of instructional materials	3. Offer training on individual and group basis	3. Number of persons trained, nature of training
4. To train local educators in the most effective use of instructional materials and equipment, whether purchased or locally produced	4. Offer training on individual and group basis	4. Number of persons trained, nature of training

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO DEPOSIT A COMPREHENSIVE EVALUATION CAPABILITY WITHIN THE INTERMEDIATE SCHOOL DISTRICT

Performance Objective(s)	Delivery System(s)	Criteria for Measuring Success
To train, over the life of the Project, an evaluation team, representing the local school districts, to plan, structure, install, manage and evaluate an evaluation design for MERIT and for other curricular projects within the LEA's. To use the evaluation team in project years 2 and 3 to assist teachers and others in the development of mini-achievement contracts and in formative and summative evaluations of contracts and the MERIT Program	The Project staff, consultants, and in-service training/workshops will be used to effectuate the objectives.	The MDE's external evaluation and the consultants critique of the evaluation of and within the MERIT Program.

PART III NARRATIVE

(C) DISSEMINATION

DISSEMINATION REPORTING FORM AND INSTRUCTIONS

A. Dissemination Planning and Management

1. DESCRIBE WHO ON THE PROJECT STAFF IS RESPONSIBLE FOR DISSEMINATION ACTIVITIES. INCLUDE NAME(S), TITLE(S), AND QUALIFICATIONS.

A graphics production specialist will be hired to coordinate the efforts of the Materials Production Service to be located in the Media Center of the Intermediate Office. The particulars of this position are located in Section D, STAFF QUALIFICATIONS. Dessemination will be the combined effort of the Project Director and the Graphics Production Specialist.

2. LIST THE NAMES OF LOCAL AND REGIONAL AGENCIES WHICH HAVE DISSEMINATION RESPONSIBILITIES AND DESCRIBE PLANS FOR LIAISON WITH THEM.

NEWSPAPERS/NEWSLETTERS

1. Bedford Public Schools--Public Relations Department (PRIDE)
2. Monroe Public Schools--Communications Department (SCHOOL BELL)
3. Monroe County Intermediate School Office (MID)
4. LEA Newsletters
5. Detroit Diocese Publications
6. Lutheran Regional Publications
7. Bedford Courier
8. Toledo Blade, Toledo Times
9. Dundee Reporter
10. Petersburg Sun
11. Carleton Messenger

TELEVISION STATIONS

1. Television Stations in Toledo. WDHO-TV; WGTE-TV; NSPD-TV; and
2. Television Stations in Detroit: WWJ-TV; WUBK-TV; WXYZ-TV
3. Television Stations in Monroe: Channel 8, Cable

RADIO STATIONS

1. Radio Station in Monroe: WVMO
2. Radio Stations in Toledo: WSPD; WTOL; WDHO; WTTO: WTOD; WMHE; WCWA; WKLR; WPOS; WGLN
3. Radio Stations in Detroit: WJR; WXYZ: WWJ; WJBK; WQTE; WCAR

ORGANIZATIONS

1. Greater Monroe Chamber of Commerce
2. MEA, Michigan Education Association
3. AFT, Association of Federated Teachers
4. MASA, Michigan Association of School Administrators
5. MASFPS, Michigan Association of State and Federal Project Specialists
6. Michigan Department of Education
7. Michigan Principals Association
8. Michigan Reading Association

DISSEMINATION STRATEGY

During the first year priority will be given to dissemination of project activities within the County. Local communication resources will be utilized in getting the message out to the public. Some of the communication resources will be part of the dissemination effort on a continuous basis, others will be utilized when appropriate and needed.

During the second and third project years when the message can be substantive in terms of experience with MERIT, project designs, difficulties, barriers, failures, strategies, and accomplishments, the attempt will be to disseminate and diffuse project activities into other areas of the State and perhaps nationwide. The plan of action then will involve MERIT presentations, workshops, site visitations, consultations and the like. This level of dissemination effort will undoubtedly involve mass media, professional journal articles, brochures, films, newsletters. In short, the project staff will seek assistance outside the County from agencies which have dissemination responsibilities to a very large audience.

The Michigan Department of Education will be kept abreast of all project developments through means of communications which are the most effective for the particular messages to be conveyed.

DISSEMINATION COST

COST CATEGORY	ESTIMATED COST		
	Year One	Year Two	Year Three
Materials and Supplies (Instruction)	4,000	3,000	2,000
Materials and Supplies (Dissemination)	9,000	10,000	10,000
Equipment	6,000	2,000	1,000
Renovation	1,000	-0-	-0-

MERIT DISSEMINATION OBJECTIVES

PROJECT DISSEMINATION

PROGRAM

	Specific Objectives	Activities Designed to Achieve Objectives	Procedures to Determine Effectiveness of Activities
General Public	1. to inform the various interested and key audiences within the Monroe Intermediate School District about the MERIT Project, its concepts, its direction, its progress, and its accomplishments 2. To inform on a personal basis at least 15 audiences within Monroe County per year concerning MERIT and its progress 3. To inform the Michigan public about MERIT and its progress	1. a) Compile list of key audiences within project area b) Preparation and dissemination of information products with style, content and type that is practical and meaningful for particular audience 2. Encourage project area groups to request presentation of MERIT 3. Utilization of usual and/or appropriate media	1. Log activities 2. Log activities 3. Log activities 1, 2, and 3 Audience feedback via telephone contacts and questionnaires
Educators	1. To establish and develop a greater dissemination capability in the Intermediate School Office 2. To keep each Intermediate School Office in Michigan informed about MERIT and its progress 3. To have at least five articles per year on MERIT published in professional journals/newsletters, etc.	1. Obtain necessary resources as determined by project need 2. Newsletters, brochures, personal contacts 3. Submit appropriate articles to professional journals for consideration	1. Documentation of capability as it evolves 2. Audience reaction 3. Number of journal articles on MERIT

PROJECT DISSEMINATION

PROGRAM

	Specific Objectives	Activities Designed to Achieve Objectives	Procedures to Determine Effectiveness of Activities
General Public			
Educators	4. To provide dissemination products to each local (a) Board of Education (b) administrator association (c) teacher organization (d) parent group 5. To sponsor at least three workshops on MERIT concepts and/or professional needs per year 6. To speak to at least five groups outside the County each year about MERIT	4. Continuous development of information products for each audience 5. Obtain the interests of the school staffs, determine deficiencies in professional growth, plan workshops accordingly 6. Encourage key groups outside of the project area to request presentation on MERIT	4. Audience Reaction 5. Number of workshops held, evaluation scheme applied to determine change 6. Number of speaking engagements

PROJECT DISSEMINATION

PROGRAM

	Specific Objectives	Activities Designed to Achieve Objectives	Procedures to Determine Effectiveness of Activities
General Public			
Educators	7. To maintain a list of successful innovations and unfunded proposals which show promise so that school boards and/or other interested agencies (with [illegible] consent of the appropriate school authorities) may sponsor these activities.	7. A Log successful innovations, and unfunded proposals B. Encourage through dissemination and personal contacts, the installation of innovations on a trial basis.	7. Number of new projects funded through non-MERIT sources but taken from the MERIT list.
	8. To diffuse at least 10% of the demonstrated focused units of instruction into classrooms within the County (2nd and 3rd years)	8. Concentrate efforts 2nd and 3rd years on diffusion	8. Number of MERIT innovations replicated in the County with or without MERIT funds
	9. To diffuse at least 5% of all contracts into classrooms outside the County (2nd and 3rd years)	9. Same as (8)	9. Number of MERIT innovations installed outside the project area

(D) STAFF QUALIFICATIONS

PROJECT DIRECTOR

Length of Employment - - - July 1, 1972 to July 1, 1975

Percent of Full-Time Involvement - - - 50%

Salary Range - - - $15,000 to $21,000 to be paid partially from ESEA Title III grant funds

Duties - - - The Project Director will:

1. Direct the Coordinating Council and its subcommittee
2. Direct activities related to the planning, implementation, and operation of the mini-achievement contracts
3. Assist in the development of the materials production service
4. Assist project needs in terms of a support system, enlist consultant help, plan workshops and inservice training
5. Maintain an up-to-date knowledge on new educational concepts being installed throughout the nation
6. Direct activities related to evaluation
7. Direct activities related to the formulation of a continuation grant application.

Qualification - - - The Project Director will have:

1. Preferably a doctorate, a minimum of a Master's Degree, from an accredited college or university in curriculum or public school administration
2. Practical experience in curriculum planning and evaluation
3. An aptitude for concise, logical, accurate, and readable written expression which is befitting the position; a sound philosophy of education
5. A demonstrated ability to work constructively with various school and community groups.

The Director of Categorical Program, who is the author of this document, will assume the position of MERIT Project Director.

GRAPHICS PRODUCTION SPECIALIST

Length of Employment - - - July 1, 1972 to July 1, 1975

Percent of Full-time Involvement - - - 100%

Salary Range - - - $10,000 to $14,000 to be paid totally from ESEA Title III grant funds

Duties - - - The Graphics Production Specialist will:

1. Assist in the development of the Materials Production Service
2. Prepare materials for dissemination and for teacher use in implementing achievement contracts
3. Train teachers and other school personnel in the use of equipment and of materials purchased or locally produced
4. Maintain a file of vendors and price lists
5. Assist the project director in MERIT presentations

Qualifications - - - The Graphics Productions Specialist should have:

1. A Master's Degree from an accredited University or college in Media
2. A permanenent teacher's certificate
3. Experience in production equipment usage and instructional materials preparation
4. A high aptitude for originality, creativity, and design
5. An ability to translate other person's ideas into materials and other media

This will be a new position in the Intermediate School Office

ASSISTANT BOOKKEEPER

Length of Employment - - - July 1, 1972 to July 1, 1975

Percent of Full-time Involvement - - - 60%

Salary Range - - - $6,000 to $7,500 to be paid partially from ESEA Title II grant funds

Duties - - - The Assistant Bookkeeper will:

1. Maintain all project records - - - financial and otherwise in conjunction with the Intermediate Office Accounting Department.
2. Order materials and equipment for project administration and for the materials production area.

Qualifications - - - This person should have:

1. A high school diploma, post high school training preferred.
2. Practical experience with record-keeping.

This will be a new position in the Intermediate School Office.

SECRETARY TO THE PROJECT DIRECTOR

Length of Employment - - - July 1, 1972 to July 1, 1975

Percent of Full-time Involvement - - - 100% (37.5 hrs./wk.)

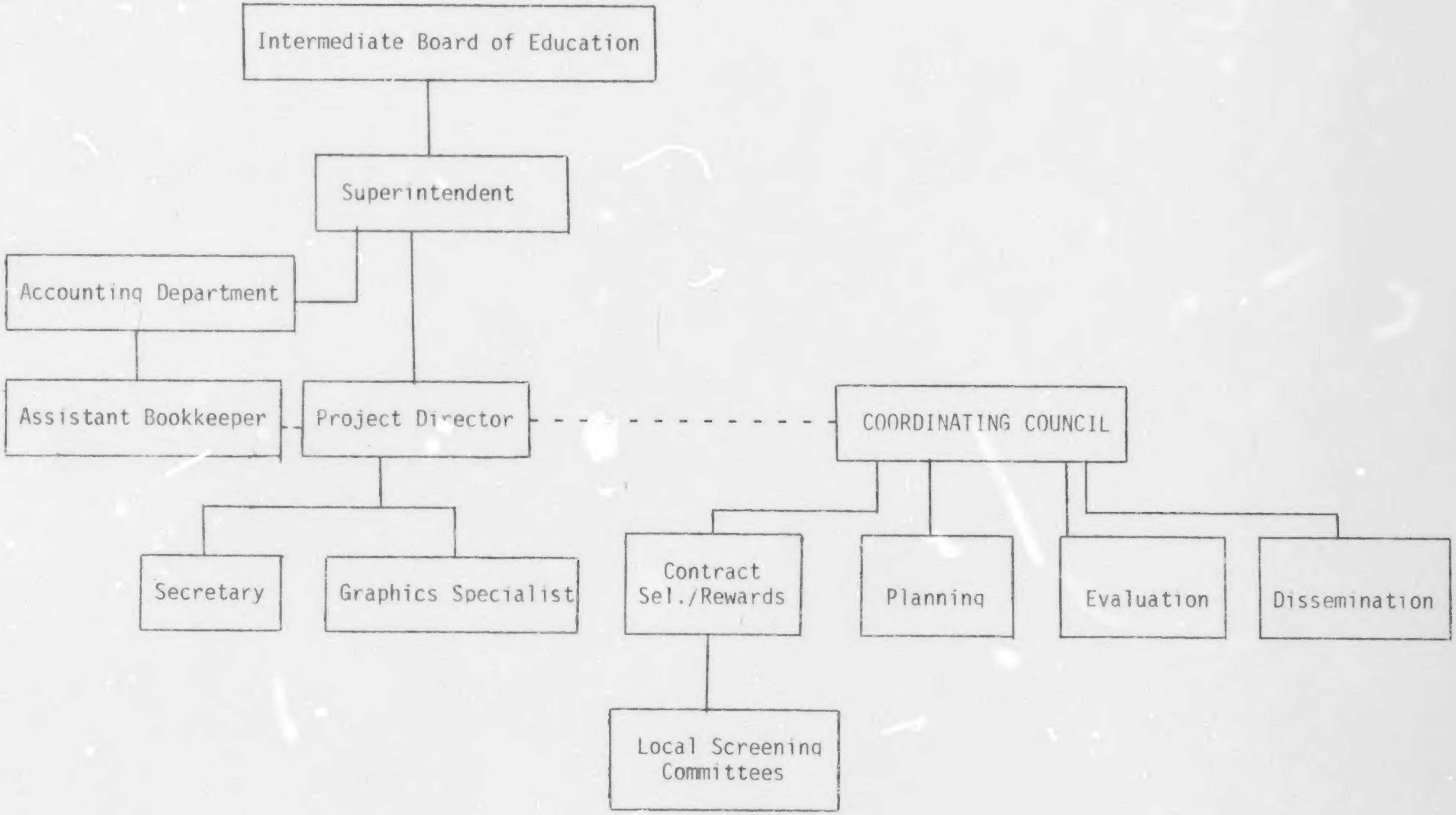
Salary Range - - - $5,000 to $6,500 to be paid totally from ESEA Title III grant funds

QUALIFICATIONS - - - The Secretary should have:

1. One year of college or business school on a secretarial program
2. Two years of office experience
3. Ability to type 60 w.p.m.
4. Ability to take dictation at 80 w.p.m.

This will be a new position in the Intermediate School Office.

ADMINISTRATIVE ORGANIZATIONAL STRUCTURE


Intermediate Board of Education
Superintendent
Accounting Department
Assistant Bookkeeper
Project Director
COORDINATING COUNCIL
Secretary
Graphics Specialist
Contract Sel./Rewards
Planning
Evaluation
Dissemination
Local Screening Committees

(E) FACILITIES

LOCATION AND NATURE OF FACILITIES

The project staff will be housed in the Monroe County Intermediate School Office at 1101 S. Raisinville Road, Monroe, Michigan. It is no more than a twenty minute drive from the Intermediate Office to the farthest school district in the project area.

The facility is relatively new, having been built in 1969. Staff housed includes the Superintendent, five directors, three supervisors/coordinators, six psychologists, one office manager, nine secretaries/clerk typists, and four others. The office space is being completely utilized at this time.

. The Media Center will require some minor remodeling, primarily for the installation of equipment. Portable walls may be necessary to section off an area for the project staff.

(F) EQUIPMENT AND MATERIALS

NEED AND JUSTIFICATION FOR EXPENDITURES FOR EQUIPMENT, MATERIALS, AND SUPPLIES

Furniture

Office Furniture will be purchased by the Intermediate District since limited office furniture is available for this project. Office furniture here means desks, chairs, book shelves, and file cabinets.

Additional tables will be needed in the Media Center for equipment and for materials preparation.

Equipment

A typewriter and desk calculator will be needed for routine office operations.

The capability of the Intermediate Office in the areas of materials production and dissemination is limited to a couple duplicating machines. To meet the objectives set forth in this project and the requirements of ESEA Title III, it will be necessary to purchase an extensive amount of equipment. The number of available local school district resources will be determined before any substantial amount of money is expended in this area.

Supplies and Materials

The amount budgeted for supplies and materials is needed for (A) routine office operations (B) the dissemination effort (C) preparing classroom relevant materials when not commercially available for achievement contract implementation, and (D) obtaining sample instructional materials.

(G) SUBCONTRACTING

INFORMATION ON NATURE OF ANTICIPATED SUBCONTRACT

Agency:	Type of agency that has capabilities in developing achievement contracts in line with the "Accountability Model" and can offer project implementation, operation, and evaluation assistance.
Dates of Contract.	September, 1972, on a yearly basis; initial acceptance on a competitive bid basis; continuance decided on an adequate performance of services.
Type of Contract:	Fixed price
Assurance of Services:	The project director, with the assistance of the evaluation subcommittee, will monitor and evaluate the performance of all subcontracts and consultants. Reports will be made available to the State Department and others.

SECOND AND THIRD YEAR BUDGET

ESTIMATES FOR TITLE III SUPPORT

COST CATEGORY	ESTIMATED COST YEAR 2	 YEAR 3
INTERMEDIATE OFFICE		
Personnel	40,948	43,814
Account/D.P./Audit	2,500	2,500
Office Materials/Supplies	1,650	1,800
Office Equipment	500	500
Telephone	1,000	1,000
Local Travel	2,000	2,000
Conference Travel	2,000	2,000
Miscellaneous	600	600
Subtotal	50,293	53,243
MATERIALS PRODUCTION SERVICE		
Materials and Supplies (Instruction)	3,000	2,000
Materials and Supplies (Dissemination)	10,000	10,000
Equipment	2,000	1,000
Subtotal	15,000	13,000
PROJECT		
$75 reward x (60 and 75) contracts	4,500	5,625
Implementation Costs @ $400/contract (av.)	24,000	30,000
Contract Completion reward @ $200/contract (av.)	12,000	15,000
Teacher Substitutes 180 (225) days x $30/day	5,400	6,750
Teacher Travel 600 mi. @ 11¢/mi.	3,960	4,950
Pupil Transportation	1,000	1,000
Consultant Support (In-service) $150/da. x 40 days	6,000	6,000
In-Service Expenses	1,000	1,000
Consultant on contract development and project evaluation	10,000	8,000
Subtotal	67,860	78,325

PROJECT COORDINATING COUNCIL AND SUBCOMMITTEES

Travel--40 persons, 600 mi./yr. @ 11¢/mi.	2,640		2,640	
Teacher Substitutes--5 days/yr. $30/da.	6,000		6,000	
Miscellaneous	500		500	
Subtotal		9,140		9,140
Total	143,198		154,679	

MICHIGAN DEPARTMENT OF EDUCATION
ESEA TITLE III
Lansing, Michigan 48902

ASSURANCE SHEET

All salaries and benefits paid to project staff (including consultants) are in accord with adopted schedules and policies of the Monroe County Intermediate School District.

Ray Peake
Signature of Superintendent

PART V

STATE OF ASSURANCES

MICHIGAN DEPARTMENT OF EDUCATION
ESEA TITLE III
Lansing, Michigan 48902

STATEMENT OF ASSURANCES

The MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT hereby assures the
(applicant school distict)

State Educational Agency, State of Michigan that:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant;

2. Every reasonable effort will be made to continue promising practices demonstrated by the project, following the termination of Title III funding;

3. The activities and services for which assistance is sought under this grant will be administered by or under the supervision of the applicant;

4. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be, participation of the appropriate cultural and educational resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries;

5. Any funds received under this grant shall supplement, and to the extend practical, increase the level of State and local funds that would otherwise be available for the purposes described in Title III of the Act or otherwise for educational purposes and in no case supplant such State and local funds.

6. Assurance is hereby given that in accordance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000 et. seq.) and the Regulation issued thereunder by the department of Health, Education, and Welfare (45 CPR Part 80) no individual shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this proposed grant.

The applicant has established and will maintain methods of administration to assure that each program or activity for which it received Federal financial assistance will be operated in accordance with preceding paragraph of this statement. The applicant will amend its methods of administration from time to time as necessary to carry out the purposes for which this statement is given.

The applicant recognizes and agrees that Federal financial assistance will be extended in consideration of, and in reliance on, the representations and agreements made in this statement, and that the United States shall have the right to seek administrative and judicial enforcement thereof;

7. The project will be operated in compliance with Public Law 89-10, as amended, and with Regulations and other policies and administrative issuances by the State Educational Agency; it will also be operated in compliance with State of Michigan laws; and will make such reports to the State Educational Agency, in such form and containing such information as may reasonably be necessary to enable the State Educational Agency to perform it duties under ESEA Title III, and will keep such records and afford such access thereto as the State Educational Agency may find necessary to assure the correctness and verification of such reports;

8. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project;

9. No board or staff member of a local educational agency will participate in, or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family;

10. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency;

11. The combined local and State fiscal effort for public education provided by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year, and that the local project application for participation under Title III of the Act will provide data for the two preceding fiscal years;

12. Financial records will be maintained according to State Educational Agency standards and such records will be audited annually in accordance with State law and these audits will be sent to the State Educational Agency;

13. The applicant shall provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this Title, and provide evidence to indicate that provisions have been made to prohibit the commingling of Federal funds with local and/or State funds;

14. In case of construction required for the operation of the project--

    A. The applicant will cause work on the project to be commenced within a reasonable time after receipt of certification from the State Educational Agency that funds have been allotted and to be prosecuted to completion with reasonable diligence;

    B. The rates of pay for laborers and mechanics engaged in the construction will not be less than the prevailing local wage rates for similar work as determined in accordance with Public Law 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

    C. The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title III of Public Law 89-10, as amended;

15. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant and otherwise to act as the authorized representative of the applicant in connection with this application (Attach a copy of the Board resolution).

I, Ray Peake, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto are hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED. 3/10/72

MONROE COUNTY INTERMEDIATE SCHOOL DIST.
(Legal name of applicant school district)

BY Ray Peake
(Signature of authorized representative)

INTERMEDIATE SUPERINTENDENT
(Representative's title)

Notary Public: Subscribed to before me this

10th March 1972

Monroe
(City)

Michigan
(State)

NOTARY PUBLIC SEAL

Signature of Notary Public Barbara J. Needham

Date Notary's Commission Expires 10-18-75

APPENDICES

APPENDIX A

ENDORSEMENTS

March 7, 1972

To whom it may concern:

The following was extracted from the minutes of March 1, 1972 of the Monroe County Intermediate Board of Education:

> "Motion was made by Mr. Swy and supported by Mr. Zorn that the Board approve Project MERIT as presently developed with whatever minor adjustments as may be required after all review processes have been completed and furthermore that the Board authorize the submission of Project MERIT to the State Department of Education. Also that the Administration be authorized to implement and operate Project MERIT if and when it secures final State Department of Education approval and funding. Motion carried."

Ray Peake

Secretary and Superintendent

Subscribed and sworn to before me this 7

day of March 1972

Barbara J. Needham

Notary

In and for Monroe County

My commission expires 10/18/, 1975

Received 2-17-72

ERINTENDENT
ph C. Sterling

H SCHOOL PRINCIPAL
Snyder

Airport Community Schools

"FRIENDLY SCHOOLS"

CARLETON, MICHIGAN 48117

PHONES: 654-8111 or 654-8181

BOARD OF EDUCATION
PRESIDENT
Robert M. Meiring
VICE-PRESIDENT
Robert Chapman
TREASURER
James Baker
SECRETARY
Kenneth Kelley
TRUSTEES
Donald Wallace
John Rothenberger
James Duffy

February 16, 1972

Dr. Tom Mercer
Director of Categorical Programs
Monroe County Intermediate School Dist.
1101 S. Raisinville Road
Monroe, Michigan 48161

Dear Dr. Mercer:

The Board of Education at its meeting on Tuesday, February 15, 1972 adopted a motion which endorses the county "MERIT" plan as proposed by the Monroe County Intermediate School District. Said endorsement was moved by the Secretary Kenneth Kelley, supported by Vice President Robert Chapman and carried by a voice vote.

Sincerely,

Joseph C. Sterling

Joseph C. Sterling
Superintendent

JCS:mb

**Bedford
Public
Schools**

8486 Douglas Road, Temperance, Michigan 48182, Phone - (313) 847-3315

George Hagen, Superintendent

March 8, 1972

Monroe County Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161

Attention: Mr. Tom Mercer, Director of Catergorical Programs

Dear Tom:

At our regular Board of Education meeting on March 2, 1972, the Board moved to support project MERIT and endorse the proposal as a whole.

Enclosed is a copy of the minutes from the March meeting.

Sincerely,

George L. Hagen
Superintendent of Schools

GLH/jt
enc.

Received 2-22-72

Dundee Community Schools
DUNDEE, MICHIGAN - 48131

SUPERINTENDENT OF SCHOOLS
W. W. LEWIS

Principals
High School - C. J. Schankin
Elementary School - G. E. Stucker

February 18, 1972

Dr. Thomas Mercer, Director
Categorical Programs
Monroe County Intermediate School District
1101 S. Raisinville Road,
Morroe, Michigan 48161

Dear Dr. Mercer:

At its regular meeting on February 14, 1972 the Board of Education of the Dundee Community Schools adopted a resolution in support of the Monroe County Intermediate District's MERIT Project under E.S.E.A. Title III.

Sincerely yours,

WW Lewis

W. W. Lewis

WWL:ln

HARRY FIRESTONE, Supt.
ROBERT SHAFER, Sec. Prin.
JACK A. REISSER, Inter. Prin.
W. J. CUNNINGHAM, Elem. Prin.

IDA PUBLIC SCHOOLS
MONROE COUNTY
IDA, MICHIGAN 48140

BOARD OF EDUCATION
MARION EIPPERLE, President
NORMAN CAPAUL, Secretary
HAROLD STOTZ, Treasurer
ELVIN DRODT, Trustee
HARMON MEIHLS, Trustee
LEE HAMMOND, Trustee
DONALD LEONARD, Trustee

February 29, 1972

Dr. Thomas Mercer
Director of Categorical Programs
Monroe County Intermediate School District
Raisinville Road
Monroe, Michigan 48161

Dear Dr. Mercer:

On Monday, February 14, 1972 our Board of Education passed a resolution enthusiastically supporting the M.E.R.I.T. Program. It is their hope that the Department of Education will find this program to be a very exemplary, innovative program with full funding.

Sincerely yours,

Harry Firestone

Harry Firestone

HFvk

Received 2-23-72

JEFFERSON SCHOOLS
5103 NORTH STONY CREEK ROAD
MONROE, MICHIGAN
48161
CH. 1-1033

BOARD OF EDUCATION
CHARLES E. COUNTS, PRESIDENT
ROBERT D. LAGINESS, VICE-PRESIDENT
NORMA R. ROMANCHAK, SECRETARY
IRVIN GITTLEMAN, TREASURER
JACK O. HORSLEY, TRUSTEE
PHILLIP KULL, TRUSTEE
RENE METDEPENNINGEN, TRUSTEE

HAROLD F. SODT
SUPERINTENDENT OF SCHOOLS
DENNIS McCULLOCH
ASSISTANT SUPERINTENDENT
RAYMOND L. KESSLER
HIGH SCHOOL PRINCIPAL
JON RHOADES
JUNIOR HIGH SCHOOL PRINCIPAL
JOHN MUELLER
ELEMENTARY PRINCIPAL

February 18, 1972

Thomas Mercer, PhD.
Director of Categorical Programs
Monroe County Intermediate District
1101 Raisinville Rd.
Monroe, Michigan 48161

Dear Dr. Mercer:

Our Board of Education at a regular meeting held on Feb. 10th. passed a resolution supporting th ESEA Title III Project "Merit" as it is being planned for Monroe County by the Intermediate District.

The Board has supported the formation of the ESEA III planning committee, which will become the coordinating council for the purpose of developing and implementing the "Merit" plan.

Sincerely yours,

JEFFERSON SCHOOLS

H F Sodt

H. F. Sodt
Superintendent

HFS:lb

received 2 23-7

Mason Consolidated Schools

Erie, Michigan 48133

BOARD OF EDUCATION
ROBERT MULVANEY, PRESIDENT
ALTON PERRY, JR., VICE PRESIDENT
FRANKLYN E. OLMSTEAD, SECRETARY
THOMAS HILKENS, TREASURER
DENNIS LAJINESS, TRUSTEE
WILBUR SMITH, TRUSTEE
THOMAS BULIER, TRUSTEE

SUPERINTENDENT OF SCHOOLS
LEON L. BODELL

ADMINISTRATION
LAWRENCE MEEKER, H.S. PRIN
JAMES SEIBER, ASSISTANT H.S. PRIN.
RICHARD KACKMEISTER, JR. H. PRIN
HOWARD IRWIN, CENTRAL ELEM. PRIN.
ROBERT FURR, ELEM. PRIN. NORTH,
SOUTH AND LUNA PIER

February 22, 1972

Dr. Thomas Mercer
Director of Categorical Programs
Monroe County Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161

Dear Dr. Mercer;

The Mason Board of Education, at a regular monthly meeting held on February 21, 1972, granted approval of your M.E.R.I.T. program as presented. Motion made by Alton Perry, supported by Wilbur Smith, passed unanimously.

Sincerely,

Leon Bodell

Leon L. Bodell,
Superintendent of Schools

LLB:ld

Received 2-18-71

Monroe Public Schools

Administration Building
1275 North Macomb Street
Monroe, Michigan 48161

February 17, 1972

Mr. Thomas Mercer, Director
Categorical Aid Programs
Monroe County Intermediate School District
1101 South Raisinville Road
Monroe, Michigan 48161

Dear Tom:

The enclosed resolution was passed by the Monroe Board of Education at its regular meeting on February 14, 1972. The Board asked that I submit these two copies to you as soon as possible.

Sincerely,

Robert D. Christiana
Superintendent

RDC:be

enclosures (2)

RESOLUTION

A motion was made by Dr. Charles Black and supported by Mr. Peter J. Betrus that the Monroe City Board of Education formally endorse the Monroe County Intermediate School District's project proposal entitled "Model of Educational Rewards for Innovative Teaching" (MERIT) as an ESEA Title III project. The motion carried unanimously.

SUMMERFIELD SCHOOLS

232 East Elm Street
PETERSBURG, MICHIGAN 49270

WILLIAM P. MORRIS
Superintendent
313-279-1035

BOARD OF EDUCATION
Robert Beland, President
John Gorr, Secretary
Clinton H. Ford, Jr., Treasurer
William M. Aldrich, Trustee
James Gerber, Trustee
Paul E. LaPointe, Trustee
Dr. Robert H. Wiley, Trustee

March 8, 1972

Dr. Thomas Mercer
Director of Categorical Programs
Monroe County Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161

Dear Dr. Mercer:

The Board of Education of Summerfield Schools unanimously voted to support and pledged its involvement in the Merit Project under ESEA at its regular meeting held on Tuesday, February 8, 1972.

Very truly yours,

William P. Morris

William P. Morris
Superintendent

WPM:hb

WHITEFORD

WHITEFORD AGRICULTURAL SCHOOLS IN THE COUNTIES OF MONROE AND LENAWEE, MICHIGAN

6655 CONSEAR ROAD
OTTAWA LAKE 49267

February 21, 1972

Monroe Co. Int. School District
1101 S. Raisinville Road
Monroe, Michigan 48161

Gentlemen:

At its regular meeting of February 21, 1972, on a motion by Mr. Darius Riggs, seconded by Mr. Philip Bush, and approved by a majority vote, the Whiteford Board of Education agrees to support and participate in the ~~NDEA~~ ESEA Title III Program currently being proposed as a joint project of the Intermediate School District and its constituent boards.

Sincerely,

Melvin Bischoff

MELVIN BISCHOFF, Secretary
Whiteford Board of Education

nb

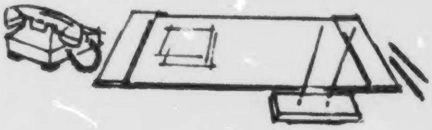
MEMO

DATE: March 10, 1972
TO: Dr. Thomas Mercer
FROM: Ray Peake
SUBJECT: Endorsement of Project MERIT

The following is a motion from the March 8th meeting of the Monroe County Superintendents' Association:

> "Superintendent Morris moved and was supported by Superintendent Sodt that the Superintendents' Association endorse Project MERIT and submit same to the State Department of Education. Motion carried."

received 2-17-72



Interoffice

Memorandum

TO: Tom Mercer, Director of Categorical Programs

SUBJECT: MERIT

FROM: Oyce D. Whitesell, Pres. Bedford Education Assoc.

COPIES TO:

DATE: February 15, 1972

Thursday, February 10, the Executive Board of the Bedford Education Association unanimously voted to support the project entitled "Model of Educational Rewards for Innovative Teaching."

Oyce D. Whitesell

Oyce D. Whitesell
President

kc

received 2-25-72

February 24, 1972

Dr. Thomas Mercer
Director of Categorical Programs
1101 S. Raisinville Road
Monroe, Michigan 48161

TO WHOM IT MAY CONCERN:

Dr. Thomas Mercer of the Intermediate School Office was the guest speaker at the Monroe County Principals Association meeting held February 23, 1972. One of the topics discussed centered around the proposed Merit Program.

At the conclusion of the discussion a motion was made that the Association support the Merit Program proposal. The motion received the unanimous support of the 22 members in attendance.

Very truly yours,

Alfred G. Price, Jr.

Alfred G. Price, Jr.
Secretary-Treasurer

AGP:pam

received 3-3-72

SAINT JOHN SCHOOL
521 SOUTH MONROE
MONROE, MICHIGAN 48161

March 1, 1972

T. W. Mercer, Ph.D.
Director of MERIT Program
1101 S. Raisinville Rd.
Monroe, Michigan 48161

Dear Sir:

We wish hereby to make a formal endorsement of the MERIT Program which, if funded, will be administered by Monroe County Intermediate School District.

Yours very truly,

ST. JOHN SCHOOL

Sister Eileen Shaw, I.H.M.
Principal.

S

SAINT MARY ACADEMY
802 WEST ELM AVENUE
MONROE, MICHIGAN 48161

February 29, 1972

Mr. Thomas Mercer
Director of MERIT Project
Monroe, Michigan

Dear Mr. Mercer:

The Administration and the Faculty of St. Mary Academy wish to give full support to the MERIT project. We feel that it will be a highly motivational force. We especially approve of that part of the proposed program that encourages the support of parents, other citizens, and students. We also highly endorse the idea that teachers who have a creative idea enlist the support of other teachers in the school. This should foster unity that is so essential in successful education.

We sincerely hope that this program will be funded and that the schools in Monroe County will be able to take full advantage of all the benefits offered to teachers through this united endeavor.

Thank you for your courtesy in presenting this program to our schools.

Sincerely,

S. Mary Margaret

Principal

SAINT JOSEPH SCHOOL
9147 Joseph Street
MAYBEE, MICHIGAN 48159

February 27, 1972

Mr. Thomas H. Mercer
1101 Raisinville Rd
Monroe, Michigan 48161

Dear Mr Mercer,

After hearing your presentation last week of the proposed "Merit Plan", the faculty of St Joseph School heartily support this plan.

Sincerely yours,
Sister Rita Anne, OP
Principal

received 2-18-72

TRINITY LUTHERAN SCHOOL
315 SCOTT STREET
MONROE, MICHIGAN

CHERRY 1-1160

February 15, 1972

Dr. T. W. Mercer
Intermediate School Office
1101 S. Raisinville
Monroe, Michigan 48161

Dear Dr. Mercer:

This is to inform you that the minutes of the February 14 meeting of the Commission on the Day School contain the following:

> Resolved, that Trinity Lutheran School participate in the MERIT project which is sponsored by the Monroe County Intermediate School Office.

Respectfully submitted,

Mrs. Laurence Stadler

Mrs. Laurence Stadler, Secretary
Commission on Day School
Trinity Lutheran School
315 Scott St.
Monroe, Michigan 48161

"Train up a child in the way he should go: and when he is old, he will not depart from it." ~ Proverbs 22: 6

Monroe Catholic Central High School

108 West Elm Avenue
Monroe, Michigan 48161

Residence 241-8780 School 241-0663

March 7, 1972

Mr. Thomas Mercer
Director of Project MERIT
Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161

Dear Mr. Mercer:

On behalf of the members of my staff and myself, I would like to thank you for the opportunity to participate in Project MERIT. We feel honored that the District has inititated such a program and assure you that we stand ready to be of any assistance we can.

We believe that the goals and objectives of Project MERIT will make a very worthwhile contribution to education, public and private, in both Monroe County and elsewhere. There is a great potential for creative and inspirational teaching that exists in the faculties of our schools in the County. With the help and encouragement of such programs as Project MERIT, it can be shared with many others.

If there is anything further that we as a faculty can do, please call upon us to assist you.

Sincerely yours,

Brother Walter Davenport, csc

Brother Walter Davenport, CSC
Principal

SAINT MICHAEL SCHOOL
510 WEST FRONT STREET
MONROE, MICHIGAN 48131

March 3, 197[illegible]

To whom it may concern:

I recommend and support the Merits Program. The material will be presented to our teachers. Hopefully, we may be the recipients of a share of the available funds.

Sincerely,
Sr. Mary Margaret Durack. Prin.
Sr. Mary Margaret Durack, Prin.

St Patrick School
2410 Labo Rd
Carleton, Mich 48117

Dear Mr. Mercer,

I was present on Feb. 17 at St. Mary Academy to hear your presentation of the MERIT Program. Two other faculty members were also there.

Since I believe firmly in new and innovative ideas in education, I do endorse this project strongly. Even if we are not able to benefit totally because we are non-public schools,

I would hope that we could participate. With some financial help, we could certainly carry out many creative ideas, and make learning a more meaningful and exciting experience for our children.

Sincerely
Sister Jeanne Garner (PRINCIPAL)

Other faculty members who would like to see this program funded:

Sister Therese Michael
Mary Ann McWilliams
Bruce Le Fort
Diane Queen
Gregory Krzyszczak
Sister Julia Ann

ST. ANNE SCHOOL
2400 NORTH DIXIE HWY.
MONROE, MICH. 48161

February 29, 1972

Dear Sir:

The intention of the letter is to foster and promote the MERSL program. I offer my support of this program and praise all endeavors to upgrade this form of teacher quality.

May I estend my graditude for your efforts to further this project. Teacher innovation has its rewards in the success of our students. I am assured the results of such a program will not only benefit our schools but also our nation

Sincerely,
Sister Annette Marie Principal

SAINT CHARLES SCHOOL
8125 SWAN CREEK
NEWPORT, MICHIGAN 48166

Feb. 29, 1972

Mr. T.W.Mercer
E.S.E.A. Title III
Program for Innovative Teaching

Dear Mr. Mercer,

I am writing in support of your Program for Innovative Teaching, Title III ESEA. It would be a major step forward in education for the Monroe area if such a program was put into operation. Teachers need to be stimulated to use their creative talents in the classroom and I believe this grant will cause many a teacher to do some mind stretching for the betterment of their students. I attended your meeting at the Academy along with four of my faculty, all of which favor your program. Good luck. The Monroe area needs programs like this.

Sincerely,
Sister Julia Ann
Sister Julia Ann Weirick
Principal

APPENDIX B

INNOVATION PROFILE FORM

MINI-ACHIEVEMENT

PROJECT PROPOSAL

Submitted by ____________________

Date ____________________

MERIT

INNOVATION PROFILE

Title ______________________________

School District ______________________________

School Building(s) ______________________________

Grade Level(s) ______________________________

Number of Students Involved/year ______________________________

Number of Teachers Involved/year ______________________________

Other Participants 1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

Time Frame Began____________ End____________

Budget (estimates)

Materials and supplies ____________________

Equipment ____________________

Consultants and Services ____________________

TRAVEL (total) ____________________

Pupils __________

Teacher(s) __________

Others __________

Teacher Substitutes ____________________

Total Other Costs (list) ____________________

________________ __________

________________ __________

________________ __________

Total Budget ____________________

DESCRIPTION:

What is the idea?

The idea is in line with what student need(s)?

How will the idea be carried out?

What do you expect to accomplish?

1.

2.

3.

4.

5.

6.

What do you expect the students to accomplish?

1.

2.

3.

4.

5.

6.

How will you determine if these anticipated accomplishments have occurred?
Answer this question for each accomplishment listed.

SIGN-OFFS

-Supportive Team-

Name	Role*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

I ______________________ have seen this proposal and am aware of its content.
Building Principal

*A supportive team must consist of at least:

1) Another Teacher
2) A student
3) A parent
4) The building principal _or_ department head _or_ a building/central office curriculum supervisor.

Be able to document the participation of the supportive team. Record minutes of all discussions, proceedings, etc.

APPENDIX C

MINI-ACHIEVEMENT CONTRACT FORM

MINI-ACHIEVEMENT CONTRACT

BETWEEN

MONROE COUNTY INTERMEDIATE

SCHOOL DISTRICT BOARD OF EDUCATION

AND

CONTRACTOR

CONTRACT NUMBER: ______________________ DATE: _______________

THIS AGREEMENT entered into this _______________ day of ___________, 197__, by and between the Monroe County Intermediate School Board of Education, 1101 S. Raisinville Road, Monroe, Michigan, hereinafter referred to as the BOARD OF EDUCATION, and ______________________________________, hereinafter referred to as CONTRACTOR,

WITNESSETH, That:

1) WHEREAS, The Board of Education is desirous of entering into a contract with the Contractor whereby the Contractor will implement a curricular idea/classroom procedure, hereinafter referred to as the PROJECT which will lead to improvement in present classroom activities/operations and student achievement for the betterment of education; and

2) WHEREAS, Contractor desires to provide such a project to the Board of Education in connection herewith; and

3) WHEREAS, Contractor's aims and purposes for the project are within the following goal(s) of education as adopted by the local board of education within whose jurisdiction the idea will be implemented:

and;

4) WHEREAS, Contractor has determined and documented (Exhibit A) that the following need(s) exists:

and;

5) WHEREAS, funds provided the Board of Education by the Michigan State Department of Education from those authorized by ESEA Title III will be used to finance this contract;

NOW, THEREFORE, the parties hereto do hereby mutually agree as follows:

1. PROJECT DESIGN

A. Performance Objectives

The contractor shall, in a satisfactory and proper manner as determined by the Board of Education, strive for the following objectives:

A.

B.

C.

D.

E.

F.

G.

H.

B. Delivery System and Evaluation Design

The contractor shall, in a satisfactory and proper manner as determined by the Board of Education, implement the project within the delivery system and evaluation design as specified in Exhibit B and Exhibit C, repectively.

2. Time of Performance

It is mutually agreed that the project shall be completed during the interim period of ____________ and ________________, inclusively.

3. Support to be Furnished to the Contractor

In the event the project to be performed is dependent upon the Board of Education or any of the Intermediate Office staff, including the MERIT project staff and contracted consultants, such support shall upon request be furnished whenever possible to the Contractor without charge by the Board of Education.

4. Data/Information to be Furnished to the Board of Education

The Contractor agrees to provide data/information related to the implementation, operation, and results of the project as requested by the MERIT project staff.

5. Publicity

Contractor shall give advance notice to and shall seek and obtain approval of the MERIT Project Director prior to publishing, permitting to be published, or distributing for public consumption any information, oral or written, concerning the project.

6. Compensation

It is mutually agreed by the parties hereto that the compensation for the project provided by the Contractor shall be as follows:

A. The school building in which the project will exist is entitled to a reward of $75 for contract approval. The particular utilization of this reward will be mutually agreed upon by the contractor and the building principal.

B. An implementation grant is provided the contractor in accordance with the budget as outlined in Exhibit D.

C. Upon successful completion of the contract as determined by the Board of Education a maximum reward of $_______ is provided the contractor to be used in accordance with Exhibit E. The actual reward will be predicated on the degree of success. The particular utilization of this reward as given in Exhibit E can be altered by mutual agreement of both parties.

7. Method of Payment

It is mutually agreed by the parties that payment is to be made by the Board of Education to the Contractor with the following conditions and under the following procedures, to-wit:

1) All payments from the Board of Education to the Contractor shall be forwarded to the business office of the local school district within which the project exists.

2) The contractor shall direct the use of the funds by requesting the business office of the local school district to expend the funds in accordance with the budgetary terms of the contract and forward the invoices to the Intermediate School Office for reimbursement.

8. Records

The local school district within which the project exists will maintain proper records of all financial transactions. A copy of each transaction is forwarded to the Board of Education, MERIT Project Director.

9. Ownership of Materials and Equipment

The Board of Education retains ownership of all materials and equipment provided in the implementation grant during the life of the MERIT project (July 1, 1972 to July 1, 1975) at which time ownership is assumed by the local school district within which the project exists, if the project has been deemed successful by the Board of Education.

10. Maintenance

The local school district within which the project exists will assume all responsibility for maintenance of equipment purchased.

11. Other Provisions

The terms of this contract may not be modified except by mutual written agreement between the Board of Education and the Contractor.

Board of Education	Contractor
By____________________ Title	By____________________ Title
Date____________________	Date____________________

Agreement of Compliance

I ______________________ representing the ________________________ am
Supt. of Schools School District

aware of the terms of this contract, especially in regards to maintenance of records and reporting requirements and do hereby agree to the contract terms specified and implied.

APPENDIX D

Communications/Handouts at the Planning (Brainstorm Session)

MERIT BRAINSTORMING SESSION AGENDA

LUNCHEON MEETING

FEBRUARY 4, 1972

I. Welcome

II. E.S.E.A. TITLE III

III. E.S.E.A. TITLE III and the Monroe intermediate School District

  A. Proposal Development

  B. Submission and approval process

  C. Next step

  D. Final step

  E. Role of the Planning Committee in the Fall

IV. Introducation of Subcommittee Chairmen

V. Introducation of Intermediate Superintendent

VI. Conference details

MERIT PLANNING SESSION
FEBRUARY 4 & 5, 1972

SHERATON MOTOR INN
21700 WEST RD. and I-75
WOODHAVEN, MI. 48183

SCHEDULE

EVENT	LOCATION	TIME
	February 4	
Check-In	Reservation Desk	11:00 to 12:00 Noon
Luncheon Meeting	Westhaven Banquet Room	12:00 to 1:30 P.M.
Subcommittee Orientation and Directional Planning	Planning - Conf. A Evaluation - Conf. B Dissemination - Conf. C	1:30 to 4:00 P.M.
Chairmen Meet	Project Director's Suite	4:00 to 4:30 P.M.
Dinner (Buffet)	Lower Lounge	5:00 to 6:30 P.M.
Subcommittees Meet	Conf. A, B, C	6:30 to 8:30 P.M.
Chairmen Meet	Project Director's Suite	8:30 to 9:00 P.M.
	February 5	
Breakfast (Buffet)	Lower Lounge	7:00 to 8:30 A.M.
Subcommittees Meet	Conf. A, B, C	8:30 to 11:45 A.M.
Check-Out	Registration Desk	11:45 to 12:30 P.M.
Luncheon Meeting	Westhaven Banquet Room	12:30 to 1:30 P.M.
Subcommittees Meet	Conf. A, B, C	1:30 to 3:30 P.M.

MERIT PLANNING SESSION
LUNCHEON MEETING, FEB. 4, 1972

I. WELCOME - - - Tom Mercer

Welcome to the MERIT Brainstorming Session.

Brainstorming-

Random House - a conference technique of solving specific problems, amassing information, stimulating creative thinking, developing new ideas by unrestrained and spontaneous participation in discussion

Idea generator event in which the main objective is to solve specific problems through the amassing of information, especially information which involves new ideas, new viable strategies

II. E.S.E.A. TITLE III

In 1965 was enacted Public Law 91-230 entitled the Elementary and Secondary Education Act which constituted the major education legislation of the 1960's. This Act offered programs of federal assistance to elementary and secondary education.

Title I is perhaps the most familiar part of this Act. Title I authorizes financial assistance to local school districts to provide compensatory, additional specialized services, to disadvantaged children. The ESEA Act involves a total of eight titles.

Title III, Section 306, relates to the MERIT Project in which we are involved today. The purpose of Section 306 is to provide funds to school districts to develop and establish experimental and demonstration programs which promise possible solutions to critical needs in elementary and secondary schools. It offers the opportunity to demonstrate the value of innovations. Innovative projects which are proven successful can serve as prototypes or models for adoption in other schools in the County, throughout the State of Michigan and beyond.

III. E.S.E.A. AND THE MONROE INTERMEDIATE SCHOOL DISTRICT

The first phase in applying for Title III funds is to submit a Letter of Intent to the Michigan Department of Education. The Letter describes the general thrust of the project, the problem area, the goals, objectives, delivery system and evaluation and dissemination strategies in general terms.

The Monroe County Intermediate Office submitted a Letter of Intent on November 4, 1971. This document was sent to each of the participants in this MERIT Planning Session. The Letter was the culmination of the efforts of the General Instruction Advisory Committee, a committee which represents the nine local school districts of Monroe County in planning and developing the general instruction services offered by the Intermediate Office.

As was indicated in your letter of appointment to the MERIT Planning Committee, 177 proposals were submitted to the Michigan Department of Education for consideration. Each Letter of Intent was carefully reviewed by three separate groups and out of this process came twenty selections. MERIT was one of the twenty. In fact, MERIT was considered exceptional in terms of purpose and potential impact on education in Monroe County. Approval was received on December 14, 1971.

Approval means that the MERIT proposal was selected to be developed--developed by a broad representative group in the area to be served. The approved proposal defines this planning group to be composed of school administrators, teachers, board members, students, and citizens. You are a part of this representative body.

We are here today and tomorrow to brainstorm, to generate ideas, to obtain information from which will evolve the final plan of action. Each component, each aspect of the MERIT proposal has to be discussed, revised, refined, and fully developed in order that the plan can become a working document in implementing and operating the MERIT project over the next three years.

After this two-day planning session, the project director, with the assistance of the subcommittee chairmen and others, will compile and organize the information, generate a draft of the plan for careful scrutiny by the planning committee and others, prepare the final plan and submit it to the Michigan Department of Education by March 15, 1972.

All acceptable plans will be approved for funding by the end of fiscal year 1972. Implementation would begin in September. It is anticipated that the MERIT Planning Committee wil become the Coordinating Council in the Fall and become a vital part of the implementation and operation stages of the project.

IV. INTRODUCTION OF SUBCOMMITTEE CHAIRMEN

Mr. Ray Bottom - Planning

Mr. Norm Milchus - Evaluation

Mrs. June Hopkins - Dissemination

SUBCOMMITTEE ON PLANNING

Operations/Steps/Decisions Within The Process

1. NEEDS ASSESSMENT
    - A. Definition of needs in terms of curricular/co-curricular areas
    - B. Assessment measures/instruments, types, and development
    - C. Detailed operation of gathering the assessment information
    - D. Collation of assessment information on school building, school district and/or County basis
    - E. Establishment of program priorities at building, district and/or County basis
    - F. Relationship of assessment results on program priorities to the consideration of innovative ideas
2. MINI-ACHIEVEMENT CONTRACTS
    - A. Step taken for the teacher to obtain consideration
    - B. Steps taken for other idea sources to obtain consideration
    - C. Specifications and components of the contract
    - D. Degree of contract adherence to the Accountability Model
    - E. Types of supportive assistance needed for the idea source to develop a contract
3. SUPPORTIVE TEAM
    - A. Determination of composition of a supportive team
    - B. Variations
    - C. Participatory roles and responsibilities
4. SUBMISSION AND SELECTION OF MINI-ACHIEVEMENT CONTRACTS
    - A. Procedural steps in the submission process
    - B. Basis and guidelines for determination of acceptable and selected contracts
    - C. Role of the Coordinating Council in the process

5. DEVELOPMENT OF SUBCOMMITTEES AND AD-HOC COMMITTEE STRUCTURE INCLUDING THE ROLES AND RESPONSIBILITIES OF EACH
    A. Types of subcommittees and ad-hoc committees needed
    B. Formation procedures and composition of subcommittees
    C. Roles and responsibilities
6. ORGANIZATIONAL RELATIONSHIPS AND COMMUNICATION MECHANISMS BETWEEN COORDINATING COUNCIL AND:
    A. Intermediate Board of Education
    B. Intermediate Office Advisory Committees (D.P., Sp. Ed., Gen. Inst., Supt.)
    C. Subcommittees
    D. School Districts
    E. Others
7. REWARD AND GRANT SYSTEMS
    A. Decision-makers in the determination of rewards and implementation grants
    B. Decision process for utilization of monies granted or rewarded to school districts
8. REPLICATION AND CONCURRENT STRATEGIES AND STUDIES
9. MATERIALS PRODUCTION SERVICE
    A. Service types and procedures
    B. Service objectives
    C. Human and material resources needed

SUBCOMMITTEE ON EVALUATION

Operations/steps/decisions within the process

1. Development of project objectives which are student-based, objectives which connote impact on students. (The objectives in the proposal are of a process nature.)

2. Refinement of objectives in the proposal, if necessary.

3. Determination of components at the MERIT Project and mini-achievement levels that need to be questioned during the implementation and operation stages.

4. Determination of the evaluation questions as related to:

   A. Ends -- purposes, objectives, clients

   B. Means - - resources strategies, format, specifications

   C. Functions - - actions, performance

   D. Allocations - - staffing, budget

   E. Sequence - - priorities, timing, scheduling

   F. Norms - - policies, standards, rules, regulations

   G. Committees and Committee Members - - roles, linkages

5. Specification of the particulars of a production system for obtaining information

   A. Information origins/sources

   B. Data configurations for information formulation

   C. Identification of information analyzers and report generators

   D. Identification of decision-makers and other users of information

   Note: Some questions to be answered here are:

   1. Who has the legal authority for making decisions?

   2. Who is delegated to make decisions?

   3. Who are the decision influencers?

   4. Who are the probable clients for information?

   5. What level of information will each need?

    6. When is the information needed?

    7. What kinds of decisions are to be made (planning, format development, implementation, operation, termination, continuance?

6. Development of a reporting system

    A. Policies on dissemination 1) frequency 2) style 3) content

    B. Transmission channels

7. Determination of facilities needed for the operation of the information production system including a storage and retrieval capability. Facilities are defined here as space, primary equipment and materials and personnel

8. Evaluation design for operative evaluation system

    A. Value of results

    B. Appropriateness of established objectives to determined needs

    C. Usefulness of evaluation information gathered

9. Schematics for points 1-8, when possible.

SUBCOMMITTEE ON DISSEMINATION

Operations/steps/decisions within the process

1. Establishment of dissemination objectives
    - A. Three year project objectives
    - B. Objectives for each of the three project years
2. Procedures and key activities to engage in over the three year period which will lead to attainment of established objectives.
3. Audience identification and plan for needs/user studies.
4. Communication channels needed to reach identified audiences.
5. Organizational structure for the planning and management of the dissemination project component.
6. Evaluation of dissemination efforts--Feedback Mechanisms.
7. Plan for updating objectives.
8. Human and material resources needed.

Note: Diffusion of innovations involves the following activities:

1. Informing target populations about project activities, successes, and failures.
2. Demonstrating the effectiveness of the project activities.
3. Training target populations in the use of the project activities.
4. Servicing and nurturing installed innovations.

APPENDIX E

Communication to Building Principals Requesting Assistance in Determining Present Level of Innovation in the Intermediate School District

MONROE COUNTY
INTERMEDIATE
SCHOOL DISTRICT

1101 S. Raisinville Rd., Monroe, Michigan 48161 Phone: 313-242-5454

February 10, 1972

Dear School Principal:

There is a need to determine the level and type of innovative activities that the schools of Monroe County are presently engaged in. The information will be included in the MERIT plan, a Federally supported project which, if funded, will encourage and assist teachers in implementing innovative ideas.

Your assistance is needed in gathering this information on the forms enclosed.

The decision made on whether an activity is innovative or not will depend upon your judgment and the judgment of other persons involved in the activity. I would define innovation, for the sake of a guideline, as a novel or new significant something during the past three years (since September, 1968) in the school curricular or perhaps co-curricular program.

I would appreciate the completed forms forwarded to this office by February 18.

Thank you for your assistance. If there are any questions, feel free to call.

Sincerely,

T. W. Mercer

Thomas W. Mercer, Ph.D
Director of Categorical Programs

TWM:cb

Enclosures

"Providing Specialized Educational Services to the Monroe County Area"

INNOVATION PROFILE

Title of Innovation (If any) ____________________

Funding Source (If any) ____________________

School District ____________________

School Building ____________________

Grade Level(s) ____________________

Date Initiated ____________________

Number of Students Involved/year ____________________

Number of Teachers Involved/year ____________________

Brief Description:

APPENDIX F

LETTER OF INTENT

MODEL OF EDUCATIONAL REWARDS FOR INNOVATIVE TEACHING (MERIT)

A. NEEDS AND PROBLEMS:

1. Existing Conditions

Why do educational innovations fail? For every successful innovation, there are many sound program and curricular ideas which are never allowed to happen or which are lost in the traditional inertia in which they are placed. Crucial to the success of any classroom innovation is the interest and skill of the teacher. Innovative ideas which are imposed from high on the administrative ladder may or may not land on fertile ground in the classroom. The applicant intermediate school district and its nine constituent districts are committed to the need for classroom teachers to become the prime initiators of new ideas to benefit students.

The imposing constraints on the teacher who wishes to innovate are many--some real and some perceived. The lone isolated teacher who dares to try something new which has a mild degree of novelty or risk takes the chance of embarrassing his/her principal, or of being accused of practicing oneupmanship on his/her fellow teachers. Great ideas are hidden on the other side of closed classroom doors.

Those persons that could help teacher innovation are seldom sought out. Many good instructional ideas can be secured from the involvement of students and parents. Discrepancies of below average to high average results of the achievement scores throughout the County on the Michigan Assessment has caused local citizens, school boards, administrators, and teachers to become increasingly concerned about instructional quality and accountability. However, most of the merit approaches which have been used up to this point are punishing to staff, demeaning to the profession as a whole, destructive to morale, and insure little improvement in the quality of teaching.

A VITAL NEED EXISTS TO MARSHALL THOSE WHO HAVE AN INTEREST IN THE EDUCATION OF CHILDREN AND YOUTH INTO A SINGLE SUPPORT SYSTEM WHICH WILL NURTURE THE INNOVATIVE EFFORTS OF THE CLASSROOM TEACHER.

A CLIMATE OF SUPPORT MUST BE APPARENT TO THE TEACHER FOR THE ENCOURAGEMENT TO START, MAINTAIN AND SHARE HIS/HER INNOVATIVE IDEAS AND ACTIVITIES.

Frequently teachers, students and the community feel left out of the established decision-making processes of the school. The conversations over "why doesn't the school.................." seldom go beyond the back fence. Anger often spills over to demonstration partly because students and citizens have not been encouraged to use constructive channels of communication. STUDENTS AND PARENTS NEED THE MEANS TO INITIATE INNOVATIVE EDUCATIONAL IDEAS WITH THE COOPERATION OF THE SCHOOL.

THE CONSULTATIVE AND SUPPORTIVE ROLE OF THE INTERMEDIATE SCHOOL DISTRICT is the essential catalyst for bringing together the constituent rural and urban districts which need the stimulation of their peers to be able to see and not just hear about exciting new activities.

2. PARTICIPATION OF NONPROFIT SCHOOLS:

A close cooperative relationship exists among the public and non-public schools of the county. Their participation in the planning will continue and that their participation in sharing the fruits of the program results will be as extensive as the guidelines allow.

B GOALS:

1 TO PROVIDE MULTI-PARTY PARTICIPATION THROUGH MINI-ACHIEVEMENT CONTRACTS between the classroom teacher, student, parent, building administrato and the coordinating council designed to bring about improved student achievement.

   a. to accept 60% of mini-achievement contracts for innovations that serve youngsters and pupils from PRE-SCHOOL AGE THROUGH GRADE 8

   b. to solicit classroom innovation from all levels of the education spectrum pre-school through grade 12.

2 TO ESTABLISH A CLIMATE OF SUPPORT TO THE INNOVATION OF TEACHERS.

   a. TO PROVIDE EVALUATIVE ASSISTANCE FOR THE INNOVATING TEACHER.

   b. TO ESTABLISH A MATERIALS PRODUCTION SERVICE AT THE INTERMEDIATE SCHOOL DISTRICT SO THAT LOCAL INNOVATIONS CAN BE DISSEMINATED AND SO THAT TEACHERS CAN PRODUCE THEIR OWN INSTRUCTIONAL MATERIALS.

   c. TO ESTABLISH A PATTERN ENCOURAGING INNOVATIONS.

   d. TO PROVIDE INCENTIVES TO THE TEACHERS WHO ENGAGE IN THE ADDITIONAL EFFORT OF INNOVATING BY PROVIDING THEM WITH EXTRA CLASSROOM RESOURCES AND PUBLIC RECOGNITION FOR THEMSELVES AND THEIR STUDENTS.

   e. TO MAINTAIN A LIST OF SUCCESSFUL INNOVATIONS AND UNFUNDED PROPOSALS WHICH SHOW PROMISE SO THAT SCHOOL BOARDS AND/OR OTHER INTERESTED AGENCIES (WITH THE CONSENT OF THE APPROPRIATE SCHOOL AUTHORITIES) MAY SPONSOR THESE ACTIVITIES.

3 TO INVOLVE PARENTS AND COMMUNITY IN INITIATING, SELECTING AND SUPPORTING CLASSROOM INNOVATIONS.

4. TO INVOLVE STUDENTS IN INITIATING, SELECTING, AND SUPPORTING CLASSROOM INNOVATIONS.

5 TO INTRODUCE A MINIMUM OF 50 to 100 MODERATE RISK, TEACHER INNOVATIONS, AT LEAST HALF OF WHICH CAN BE DOCUMENTED AS PRODUCING COGNITIVE, INFORMATION, OR BASIC SKILL GAINS FOR THEIR STUDENTS.

6 TO DIFFUSE AT LEAST TEN PERCENT OF THE DEMONSTRATED FOCUSED UNITS OF INSTRUCTION CLASSROOMS WITHIN THE COUNTY.

7 TO SUPPORT, WITHIN THE COMPETITIVE FRAMEWORK, INNOVATIVE ACTIVITIES IN AT LEAST THREE-FOURTHS OF THE COUNTY'S SCHOOLS WITHIN THE THREE-YEAR PERIOD OF THE PROGRAM.

C. STRATEGIES FOR BRINGING ABOUT CHANGE:

1. STRATEGIES WHICH WILL RESULT IN CHANGES IN PEOPLE:

a. Teachers and the Teacher Support Team: To provide a climate of support for teacher innovations will require the direct support and implicit support of many of the "significant others" in the teacher's professior life. Key to sustaining the innovative effort is the support system. EACH TEACHER APPLICANT WILL BE REQUIRED TO ESTABLISH A SUPPORT SYSTEM OF AT LEAST ONE OTHER TEACHER AND THE TEACHER'S PRINCIPAL, DEPARTMENT HEAD OR SUPERVISOR. A student will also be part of the support team. The support team will act as co-signers and will be accountable for feedback, troubleshooting, additional resources, and may be in consultation with parallel versions of the innovative activity. In addition, the County staff, the external evaluation component, and the dissemination and materials production service will provide specialized support.

b. Principals and the Teacher's Colleagues: Every school which receives support for their innovative activities will receive $75.00 for their school's activitity or scholarship fund. This will provide all of the building's teachers, the principal, parents and students a stake in applying for and implementing innovative activity. It is also hoped that such an incentive will eliminate some of the subtle constraints that resentful peers might display toward the innovator.

c. Students and Community Persons: An invitation will be extended to the students, parents, and community persons or groups to initiate an innovation. However, the initiator will be required to process such an innovation through a classroom teacher who will formally submit the application. A recycling ecological activity planned, operated and evaluated by students or a work-study variation planned and conducted by a local business group may require minimal teacher involvement. A list of successful project activities which deserve continued financial support and other good activity ideas which deserve initial funding will be periodically distributed to the constituent school boards and local community agencies to stimulate new sources of sponsorship.

The community will be involved in the selection process of the MERIT activities. Parents and business and professional leaders will join students, teachers, non-public, administrative, local and county School Board representatives as the coordinating body fo the project and the body from which Ad Hoc selection committees can be formulated. It is anticipated that from this contact the perception of the innovative support will be improved.

d. Teacher Incentives: THE IMPOSITION OF INNOVATIONS ON TEACHERS HAS SEEN MANY A GOOD IDEA RESISTED. INNOVATIONS MUST SPRING FROM THE PERSONS MOST DIRECTLY INVOLVED IN THEIR IMPLEMENTATION. TEACHERS MUST BE GIVEN THE OPPORTUNITY TO BE CREATIVE IN AN ATMOSPHERE WHICH ENCOURAGES, TANGIBLY SUPPORTS, RECOGNIZES AND REWARDS.

The press for accountability and merit pay suffer from their negative aspects. This project should contribute to the REDIRECTION OF ATTITUDES which seek to punish the less effective teacher toward that of REWARDING AND ENCOURAGING OUTSTANDING TEACHER PERFORMANCE.

The rewards for the teacher will be of a professional and ethical type--something extra for his/her students, classroom or school. The teacher/s involved will have the opportunity to add $X worth of additional books, expendable equipment, extra field trips as his/her reward for performing the innovation. Up to three days of released time will be available to each teacher participant. The use of these days must be approved by the Incentive Sub-committee and one or more may be for purposes of dissemination and consulting with other teachers.

e. Risk Taking: Certainly, any set of innovations which was 100 percent effective would not be innovative enough to justify moderate risk, venture capital. Other innovations may provide services to students where the direct relationship with academic achievement is difficult to observe or measure by traditional standards. Nevertheless, the guarantee that a cognitive, informational, or skill goal will be reached in at least half the MERIT activities is a commitment of this proposal.

The evaluation design and standard of success will be mutually agreed upon among the parties involved. (innovation team, outside evaluation team and State Department of Education.)

2. STRATEGIES WHICH WILL RESULT IN CHANGES IN THINGS:

a. THERE WILL BE SIGNIFICANT INCREASE IN EXEMPLARY INSTRUCTIONAL MATERIALS. There will be a significant increase in the quantity of unique and exemplary teaching supplies and materials in all of the participating units. A central inventory, located at the Intermediate District Office, of all such unique materials, innovative instructional ideas and teaching techniques will be established and made available to all interested persons.

b. Materials Production Service: A modest amount of instructional production equipment will be obtained and made available to teachers. This will be the beginning of a complete area material production facility operated by the Intermediate School District for use by the constituent district. A thorough investigation of the equipment needed and operational cost of other such facilities in the State will be a part of the planning.

D. DISSEMINATION:

1. STRATEGIES FOR ASSURING CONTINUATION OF THE PROGRAM:

The virtue of the MERIT concept is that FUNDING SUPPORT IS FLEXIBLE. Many federally funded projects are faced with the do-or-die decision for the single district to pick up a large expense in order to keep the project alive. The MERIT concept is collapsible or expandable as the available funds of the nine districts permit. EVEN A TOKEN AMOUNT CAN KEEP THE CONCEPT ALIVE. As teachers become more oriented towards initiating innovations, they can take advantage of the support teams and consultant support that they experienced----even if the catylist of the incentive is reduced or withdrawn. The strong broad based involvement of school boards, teachers, students. parents and the community will form a positive base of continuing interest. Even without the benefits of all the innovative activities, the MERIT concept will have earned its place through public awareness of the ambition and creativity of the community's teachers. AS FOR THE INNOVATIONS THEMSELVES, THEY SHOULD BE THE SPRINGBOARDS TO MORE CREATIVE APPROACHES TO THE GOALS OF EDUCATION. Once inaugurated, the successful innovation should stand firm.

2. STRATEGIES FOR ACHIEVING BROADER APPLICATIONS WITHIN THE DISTRICT:

The materials production component will work to produce illustrative outlines of the individual projects and of the MERIT concept itself. Visual materials, such as, filmstrips and 8mm films will be utilized extensively. Key to external dissemination will be the in-person speaker ready to answer questions and to make appointments for visitations. Internal dissemination will also emphasize person-to-person contact, however, these contacts will be supplemented by a quarterly newsletter, and periodic releases. Teaching personnel released for visitations in connection with MERIT activities will facilitate a person-to-person awareness of the program. A simple systems analysis of each activity will be developed to provide Intermediate District consultants a clear conception of the program interactions and time lines.

The applicant is committed to implement AT LEAST TEN PERCENT OF THE SUCCESSFUL ACTIVITIES in other classrooms throughout the County. Additional dissemination and possibly incentives will be utilized if the diffusion of activities does not substantially exceed the ten percent minimum.

3. STRATEGIES FOR CONTRIBUTING TO THE ADOPTION OF CHANGE IN OTHER DISTRICTS:

Anticipation is strong that this program will be one of the most widely observed special programs in the State. Requests for program information and "how to do it" descriptions should create a heavy demand, thus, the dissemination materials will be produced accordingly. Again, the willingness to speak and consult with other interested districts throughout the State will be a requisite for the program director. A presentation for the various professional associations will be a top priority.

E. EVALUATION STRATEGIES:

1. The standard of success for each activity will be mutually agreed upon by the applicant, evaluation support component, and Selection Sub-Committee. The use of standardized tests to measure global results from specific programs will be strongly discouraged. A goal such as: "The students will provide evidence that they read an average of one book a week in 90 percent of the cases" would be an appropriate goal for a "read one, keep one" program. Some programs may have no traditional academic goal for the short term, but will still have behavioral objectives.

2. Evaluation of the program as a whole will provide the Project Director and Coordinating Committee with needed feedback:

    a. Content analysis of the approved and non-approved program elements with attention drawn to overconcentration or gaps in participation or program substance.

    b. Self-reported perceptions on a semantic differential of the administrative and teacher attitudes toward parental support or the lack of it for school innovations.

    c. A random sample of structured interviews regarding attitudinal change concerning educational innovations climate.

    d. Follow-up telephone interviews of those persons visiting the site of a MERIT demonstration program to ascertain whether the activities or program was implemented.

    e. The abstracts of MERIT projects will be rewritten for stylistic continuity and published.

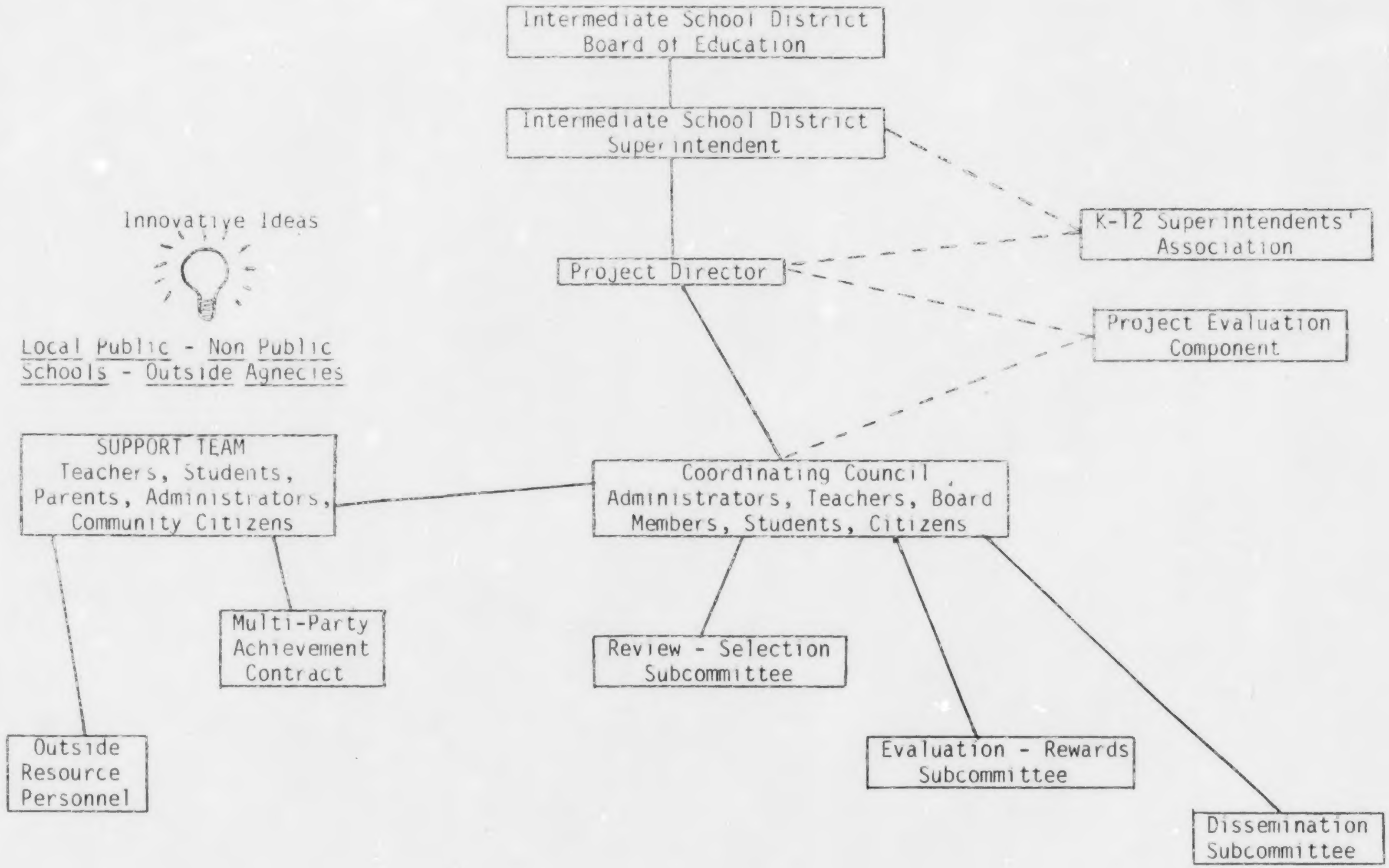
3. Need studies will be conducted at the start of the first and third years so that program priorities can be publicized. Appropriate random sampling techniques will be used. Teachers, parents and students will be included in the surveys. The survey of needs will be compiled in priority sequence for all participating districts; a composite listing of priorities of all units within the Intermediate District will be a second compilation. A teacher will still be encouraged to submit his/her one page application for an achievement contract even if the activity is not included in the non-basic top priorities. Innovative ideas will be encouraged regardless of the need status of the achievement contract within the survey compilation.

MODEL FOR EDUCATIONAL REWARDS FOR INNOVATIVE TEACHING (MERIT)

PROCESS OF DEVELOPMENT OF MERIT ACTIVITIES

1. Constituent need studies reveal instructional priorities which requires special focus.
2. Awareness dissemination of the MERIT Plan.
3. Teacher/s, pupil/s, parent/s and/or community identify a need and have an idea.
4. Teacher with his or her support team apply for an achievement contract to prove or demonstrate the innovative idea.
5. Teacher and evaluation support team concur on a realistic performance standard in measurable terms.
6. Coordinating Council receives the competitively submitted innovations, selects ideas, grants the facilitating monies, approves the performance standard, and approves the incentive rewards for the teacher and other members of the support team. (Incentives must be applied to the educational benefit of children.)
7. Consultant support, visitation time and instructional materials are furnished the achievement contracting team.
8. Innovative activity is implemented.
9. Visitation and observation of contracted innovative programs begins.
10. External evaluation component evaluates or audits the teacher evaluation of the activity.
11. Successful innovations are listed and disseminated.

MERIT ACCOUNTABILITY AND PROCESS MODEL


Intermediate School District Board of Education
Intermediate School District Superintendent
K-12 Superintendents' Association
Project Director
Project Evaluation Component
Innovative Ideas
Local Public - Non Public Schools - Outside Agnecies
SUPPORT TEAM Teachers, Students, Parents, Administrators, Community Citizens
Coordinating Council Administrators, Teachers, Board Members, Students, Citizens
Multi-Party Achievement Contract
Review - Selection Subcommittee
Outside Resource Personnel
Evaluation - Rewards Subcommittee
Dissemination Subcommittee

RECEIVED
AUG 23 1973
E & D [illegible] Program

MERIT

PROJECT YEAR ONE

FINAL REPORT

AUGUST, 1973

PREPARED BY: T.W. MERCER, PH.D.
PROJECT DIRECTOR

SP 007 950

OVERVIEW

Teachers in the Monroe County Intermediate School District are building accountability into their classroom operations through committing innovative ideas to performance contracts within the accountability model developed by the Michigan Department of Education.

The stimulus for this action is provided by an E.S.E.A. Title III grant for the implementation of MERIT, (Model of Educational Rewards for Innovative Teaching), a locally conceived process model which includes the accountability model as the design element for innovative ideas generated by classroom teachers and others.

The primary objective of MERIT is to generate, implement, and share innovative curricular ideas and classroom procedures. Monroe County Intermediate School District and its nine constituent districts are convinced of the need for classroom teachers to be prime initiators of new ideas to benefit students. Ideas, however, may come from students, parents, and school personnel. Anyone can have a MERIT idea, but a teacher must develop it, with technical assistance, into a performance contract.

Contracts are being implemented within a wide range of educational interests including reading, mathematics, physical science, ecology, the arts, social science, speech, career education, student motivation and self-concept, foreign languages, open classroom concept, child management, government, children's theater, individualized instruction, crafts and hobbies, and computer-extended instruction.

The program components of each contract include (1) a statement of goal, (2) performance objectives, (3) documentation of need, (4) a delivery system, (5) an evaluation design, (6) an implementation budget, (7) a system of rewards related to the stated objectives, (8) a project summary, (9) a list of support team members, (students, parents and other school personnel are a part of each contract).

MERIT does not involve a merit pay system. The contract funds are used to: (a) cover the cost of putting the idea into action and (b) provide educational rewards (field trips, paperback books, etc.) to the teacher and students for accomplishing the contract objectives.

The Intermediate School District Board of Education will contract with about forty-five teachers during each of the three project years. Some contracts will involve the testing-out of new ideas, others will support the installation of previously validated ideas in other classrooms within the county.

In-service education is used in turnkeying the consultant role of designing, monitoring, and evaluating MERIT ideas to local school district leadership.

As MERIT progresses, data/information is collected on the impact of MERIT on the receptivity climate of local school district personnel and communities toward innovation and the diffusion of MERIT ideas.

REPORT DESIGN

This second progress report on MERIT is divided into four sections.

Section One provides an account of the progress made toward the project goals and objectives which were recorded in the original MERIT Plan. The statements of progress directly address the categories found on the Project Design and Evaluation Form and the Project Dissemination Program Form used in the MERIT Plan.

Strategies designed to overcome the lack of progress made in certain areas as noted in Section One and the project's administrative and operational priorities for project year two are given in Section Two.

Pertinent information on the approved performance contracts is given in chart form in Section Three and an evaluation summary report on all contracts concluded June 30, 1973, is provided in Section Four.

SECTION ONE

PROGRESS ON PROJECT GOALS AND OBJECTIVES

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS

Performance Objective(s)	Delivery System(s)	Progress
1) At least 45 contracts will be accepted during the first project year.	1) a. Five to twelve proposal forms were provided to each school building principal within the County in September, 1972. In addition, about 300 forms were provided directly to teachers. b. The 32-member Coordinating Council was appointed in September, 1972. The Council met with at least two-thirds attendance each month (twice in October and January). Members of the subcommittees on (a) selection-rewards (b) planning-evaluation and (c) dissemination were appointed in September and October. Only the dissemination subcommittee has met each month. c. Articles on MERIT were placed in five issues of MID (Monroe Intermediate Newsletter) which were published since March, 1972. Six meetings on MERIT were held in LEA's during April and May, 1972. A person was hired in August, 1973, to direct the dissemination effort. d. Local screening committees were established in April and May, 1972 (two committees in Airport and Bedford, three committees in Monroe City Schools). The Project Director met with each one by June, 1972. Chairmen of local screening (con't)	1) Fifty-three (53) contracts approved out of about 120 proposals to the Coordinating Council.

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS

Performance Objective(s)	Delivery System(s)	Progress
	Committees met once as a group to develop proposal selection criteria. The local screening committees reviewed all proposals before they were submitted to the Coordinating Council for consideration. The screening committees also encouraged teachers to record their ideas and to participate in the program. About fifty persons are participating as screening committee members.	

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS IN ALL PARTICIPATING LOCAL SCHOOL DISTRICTS

Performance Objective(s)

Each participating school district will have at least six mini-achievement contracts selected by the coordinating council within the three-year period of the project.

Delivery System(s)

a) Project staff and consultant services were made available and used by each local school district plus four parochial schools.

b) Record of contracts selected and respective school districts is maintained.

c) Project Director personally encouraged Superintendents, building principals, and teachers within "slow responding" districts.

Progress

LEA	No. of Contracts
Airport	9
Bedford	3
Dundee	5
Ida	4
Jefferson	3
Mason	5
Monroe	15
Summerfield	3
Whiteford	2
St. Mary Academy	1
St. Patrick	2
St. Mary Parish	1

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO FOCUS THE MAJORITY OF THE PROJECT EFFORTS ON EARLY CHILDHOOD COGNITIVE AND SKILL GROWTH AND DEVELOPMENT

Performance Objective(s)	Delivery System(s)	Progress
1) At least 60% of the mini-achievement contract for innovations which are selected by the Coordinating Council during each of the three project years will serve youngsters and pupils from pre-school age through grade 8.	1) Performance objectives given to Coordinating Council, local screening committees and building principals.	1) Thirty-nine out of fifty-three contracts or 73% of the contracts serve 1,678 youngsters from K through grade 8.
2) At least 50% of the selected mini-achievement contracts for each year for pre-school through grade 8 will have stated objectives and a delivery system through which cognitive, information or basic skill gains are anticipated for the student clientele.	2) Performance objectives, delivery system, and evaluation scheme are a part of each contract.	2) 27 or 69% of the contracts meet this objective.

PROJECT AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE AND SUPPORT INNOVATIVE IDEAS AT ALL GRADE LEVELS

Performance Objective(s)	Delivery System(s)	Progress
1) At least 20% of the selected mini-achievement contracts each year will serve pupils in grade levels 9 through 12.	Performance objectives given to Coordinating Council, local screening committees and building principals.	1) 27% of contracts serve 1,967 students in grades 9 through 12.
2) At least 50% of the selected mini-achievement contracts each year in grades 9-12 will focus on skill development.		2) Ten out of fourteen or 71% of the contracts focus on skill development.

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO PROVIDE MULTI-PARTY PARTICIPATION THROUGH MINI-CONTRACTS

Performance Objective(s)	Delivery System(s)	Progress
All mini-achievement contracts will have a support team of at least one additional classroom teacher, a student, a parent, a building administrator or other supervisor and furthermore, each participant in the contract will be involved in all aspects of the contract.	Support team concept encouraged in the proposal form and by consultant in development of the contract.	27 administrators, 250 teachers, 69 parents, 61 students, and 155 supportive staff members are actively participating as members of contract support teams.

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ENCOURAGE STUDENTS, PARENTS, AND COMMUNITY TO INITIATE IDEAS AND PARTICIPATE IN ALL ASPECTS OF THE MINI-ACHIEVEMENT CONTRACTS

Performance Objective(s)	Delivery System(s)	Progress
At least 20% of all selected contracts each year will involve classroom innovations which have been initiated by non-school personnel.	A) One dissemination product which was distributed to each school building encouraged non-school personnel to participate by suggesting ideas to classroom teachers or building principals. B) Three news articles in community newspapers indicated that non-school personnel are invited to submit ideas. C) The Project Director met with one PTO to encourage ideas from that parent group.	None

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ESTABLISH A CLIMATE OF SUPPORT TO THE INNOVATION OF TEACHERS

Performance Objective(s)	Delivery System(s)	Progress
1) The teacher(s) will be given the support that is requested in: A) Committing the innovation to record B) developing the mini-achievement contract C) implementing the achievement contract D) monitoring the situation and making the necessary adjustments in the operations E) determining the actual outcomes/results.	1) Objective being met in 100% of the contracts.	No evaluative information collected.
2) Each selected contract will involve incentives.	2) Incentives are specified in each contract which are mutually agreed upon by contractor and contractee.	
3) Each selected contract will be publicized and the participants publicly recognized.	3) Each contract disseminated via a newsletter. Each contract displayed on a poster which is located in the respective school building. MERIT buttons given to each participant. Certificates of Recognition are provided to each contract teacher. One-third of the projects have been publicized in one or more community newspapers.	

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO ESTABLISH A MATERIALS PRODUCTION SUPPORT SERVICE IN THE INTERMEDIATE SCHOOL MEDIA CENTER

Performance Objective(s)	Delivery System(s)	Progress
1) To develop a resource library list of educational hardware and software vendors, new products available and price lists for the use of school staffs.	1) Vendor lists collected on equipment and materials.	1) 335 catalogues and mailings representing 203 companies are on file. About twelve requests.
2) To prepare, if necessary, materials which will be used as part of an achievement contract.	2) Graphics production specialist meets with each contract teacher to determine needs and interest.	2) No request.
3) To train local educators in the preparation and production of instructional materials.	3) Graphics production specialist meets with each contract teacher to determine needs and interest.	3) No request.
4) To train local educators in the most effective use of instructional materials and equipment, whether purchased or locally produced.	4) Graphics production specialist meets with each contract teacher to determine needs and interest.	4) One request filled in photography skill development.
		5) Graphics production specialist position eliminated, project director, secretary, and consultant will handle dissemination efforts.

PROJECT DESIGN AND EVALUATION FORM

PROJECT GOAL: TO DEPOSIT A COMPREHENSIVE EVALUATION CAPABILITY WITHIN THE INTERMEDIATE SCHOOL DISTRICT

Performance Objective(s)	Delivery System(s)	Progress
To train, over the life of the Project, an evaluation team, representing the local school districts, to plan, structure, install, manage and evaluate an evaluation design for MERIT and for other curricular projects within the LEA's.	None, a design included in project plan for second year.	None, a major component of project plan for year two.

PROJECT DISSEMINATION

PROGRAM

	Specific Objectives	Activities Designed to Achieve Objectives	Progress
General Public	1. To inform the various interested and key audiences within the Monroe Intermediate School District about the MERIT Project, its concepts, its direction, its progress, and its accomplishments.	1. Produced seven dissemination products on MERIT, one especially designed for general public.	No evaluative information collected.
	2. To inform on a personal basis at least 15 audiences within Monroe County per year concerning MERIT and its progress.	2. None.	
	3. To inform the Michigan public about MERIT and its progress.	3. Submitted news articles to Detroit Free Press and Toledo Blade. Had a display at the Compensatory Conference.	
Educators	1. To establish and develop a greater dissemination capability in the Intermediate School Office.	1. a) hired graphics production specialist. b) purchased necessary equipment and materials. c) compiled vendor lists.	1. Capabilities recorded in initial plan now exists.
	2. To keep each Intermediate School Office in Michigan informed about MERIT and its progress.	2. Three newsletters on the 53 contract ideas sent to each I.S.D. in Michigan.	2. No feedback.
	3. To have at least five articles per year on MERIT published in professional journals/newsletters, etc.	3. Nine professional journals contacted, eight responded favorably.	3. One article submitted.

PROJECT DISSEMINATION

PROGRAM

	Specific Objectives	Activities Designed to Achieve Objectives	Progress
General Public			
Educators	4. To provide dissemination products to each local (a) Board of Education (b) administrator association (c) teacher organization (d) parent group. 5. To sponsor at least three workshops on MERIT concepts and/or professional needs per year. 6. To speak to at least five groups outside the County each year about MERIT.	4. None specially designed for these audiences. 5. One workshop held for two half-days with twenty-five teachers to design ideas into performance contracts. Three consultants provided the leadership. Additional workshops planned for second year. 6. None.	4. None. 5. Workshop given very high rating by participants. About 60% of developed contracts were approved for funding by Council. 6. None.

SECTION TWO

PLANS FOR PROGRAM YEAR TWO

PLANS FOR PROGRAM YEAR TWO

Major facets of the project during the second year involve the following:

1. Local educational agencies will be encouraged to begin funding innovative projects. Matching funds for forty percent or more of new projects will be provided locally.

2. Local consultants will be trained to assume the assisting role in preparing MERIT proposals. Following the workshop sessions, supportive services will be provided the local consultants by the workshop leader.

3. An attempt will be made to determine if significant changes in attitudes of teachers towards innovation have occurred.

4. It is planned that forty to eighty teachers and from two to three thousand students will be involved in MERIT projects during the 1973-74 school year.

5. For dissemination purposes, a two-day state-wide conference is planned. It will be stressed that the MERIT model can be implemented by local education agencies as well as Intermediate Districts.

SECTION THREE

APPROVED PERFORMANCE CONTRACTS

Name of Author(s)	Project Title	Subject Area	School District
*Mrs. Cindy Allison	A New Approach to English: Spanish	English	Airport Community Schools
Mrs. Millie Conway	Individual Speech Practice Time	Speech	Airport Community Schools
Mrs. Sarah Davis	Understanding Through Interaction	Social Science	Airport Community Schools
Mrs. Carol Dennis	High School Humanities	History (English, Music and Art)	Airport Community Schools
Mrs. Mary Malone	Values Through Career Awareness	Social Science	Airport Community Schools
Mrs. Rosemary Palazzolo	Use of Photographs to Build Self-Concepts	All Subjects	Airport Community Schools
Mrs. Thelma Smith	Individualizing the Right to Read	Reading	Airport Community Schools
Mr. Lynn Gray & Mr. Richard Macaro	Individualized Visual Learning Lab	Science	Bedford Public Schools
Mr. Bob Heath & Miss Jean Haefner	Project Shared Child	All Subjects	Bedford Public Schools
Mr. John Bremer	Environmental Education	Science	Dundee Community Schools
Mr. Bob Cranmere	Express Yourself	Reading & Writing	Dundee Community Schools
Mrs. Marcia McQuillan	Biblio Therapy	Reading	Dundee Community Schools
Mr. Philip Weygand	The Incentive Individualized Reading Program	Reading	Dundee Community Schools
Miss Lois Cronenwett	Pen Pal Activity	Language Arts	Ida Public Schools
Mrs. Margaret Donahoe	Literature Through Listening Activities	Reading	Ida Public Schools
Mrs. Jean Shafer, Miss Linda Fowler, Miss Susan Heatherly, Mrs. Ruth Schmidt	A Comparison of Urban & Rural Life as Viewed From the Perspective of Math, Science, Social Studies, & English	Math, Science, Social Studies, English	Ida Public Schools
Joyce Opferman	Teacher-Organized Parent-Student Supervised Study	Reading & Math	Jefferson Schools
Marcia Bonkowski & Patsy Wright	Open Classroom	All Subjects	Bedford Public Schools

*Contract void.

School Building	No. of Students	School Years Funded	Bd. Members/ Admin.	Teacher	Parent	Student	Supportive Staff	Implem. Grant	Reward	Grade Level
*Ritter Elementary	30	Sept., 1973 - June, 1974		2				$828.88	$80.00	4th
Eyler Elementary	60	Feb., 1973 - June, 1974	1	1	1			$531.50	- - -	1st - 6th
Niedermeier Elementary	30	Dec., 1972 - June, 1974		1	2		8	$915.50	- - -	6th
Airport High School	50	Dec., 1972 - June, 1974		5		2		$725.00	$100.00	12th
Ritter Elementary	25	Feb., 1973 - June, 1973		1	1		25	$462.00	$75.00	3rd
Niedermeier Elementary	50	Feb., 1973 - June, 1974		3	2			$466.00	$150.00	3rd
Niedermeier Elementary	29	Dec., 1972 - June, 1974		1	1	2		$571.75	$180.00	3rd
Bedford Junior High	250-300	Nov., 1972 - June, 1973	1	4	1		1	$1,984.40	$200.00	9th
Jackman Road Elem.	24	Feb., 1973 - June, 1973	1	6	6		3	$1,665.65	- - -	K - 6th
Dundee High School	17	Nov., 1972 - June, 1973	1	2	2	2		$1,163.26	$100.00	12th
Dundee Elementary	60	Dec., 1972 - June, 1974	1	1	3	7		$762.30	$125.00	6th
Dundee Elementary	15	Nov., 1972 - June, 1973		2	1		3	$562.00	$100.00	4th - 6th
Dundee Elementary	30	Feb., 1973 - June, 1975	1	3	1		1	$1,042.00	$300.00	4th
Ida Elementary	31	Nov., 1972 - June, 1973		2	2	2		$403.50	$100.00	3rd
Ida Intermediate	90	Dec., 1972 - June, 1973		1	1			$357.00	$50.00	6th
Ida Intermediate	145	Feb., 1973 - June, 1973		5	1	1		$1,029.95	$135.00	6th
Hurd Road Elementary	10	Feb., 1973 - Sept., 1973	1	1	1	1	1	$261.21	- - -	2nd - 5th
Temperance Road Elem.	60	Feb., 1973 - June, 1974	1	2			1	$466.00	$150.00	3rd

*Contract void.

Name of Author(s)	Project Title	Subject Area	School District
Mr. James Gussett	Camera On For High School Orientation	Speech	Airport Community Schools
Ms. Jennie Stanger	Live Specimen Resource Center	Science	Dundee Community Schools
Ms. Barbara Harrison	Math Lab	Math	Ida Public Schools
Mr. Allen Miller	Pilot Program of Social Studies Mini-Course	Social Studies	Jefferson Schools
Mr. Andy Rohlen	George Slept Here!	Social Studies	Jefferson Schools
Mrs. Marcia Bowden	Math Tutor Project	Math	Monroe Public Schools
Ms. Judy Chesman & Ms. Karen Schneider	Applications of Practical Math	Math	Monroe Public Schools
Mr. James DeWorken	D.I.C.E. (Distributive Education and Industrial Arts Cooperative Effort)	Voc. Education	Monroe Public Schools
Ms. Marilynn Hall	Operation On Stage	Reading & Speech	Monroe Public Schools
Mrs. Jane Karau	Communication Skill Development Through Multi-Media Activities	Reading & Writing	Monroe Public Schools
Nancy Kirwen & Rene' Sartor	Perceptual Motor Development	Physical Education	Monroe Public Schools
Miss Rene' Sartor	Turned On To Slimness	Physical Education	Monroe Public Schools
Mr. Jim Partridge	World of Manufacturing	Career Development	Summerfield Schools
Mrs. Elizabeth Raker	Exploring the World Outside: A Kindergarten Science Project	Science	Summerfield Schools
Miss Binnie Ann Harrison	Introduction to Anthropology	Science	Whiteford Schools
Mrs. Caroline Botwin & Miss Carol Darnell	Fantasy and Communication	Reading, writing & speech	Monroe Public Schools
Mrs. Agnes Knight	Ecology: "Focus On Water"	Ecology	Airport Community Schools

B-I

			Supportive Team							
School Building	No. of Students	School Years Funded	Bd. Members/ Admin.	Teacher	Parent	Student	Supportive Staff	Implem. Grant	Reward	Grade Level
Airport High School	20	April, 1973 - June, 1974					2	$274.50	$40.00	10-12th
Dundee High School	40	March, 1973 - June, 1974	1	3	1	1		358.50	50.00	9 -12th
Ida Intermediate	15	March, 1973 - June, 1974	1	3	2	3	1	92.50	50.00	Jun. & Sen.
Jefferson High School	60	April, 1973 - June, 1974	1	2			3	705.00	- 0 -	7th-8th
Jefferson Elementary	25	March, 1973 - June, 1974	1	1	3	10		209.00	- 0 -	5th
Lincoln Elementary	29	March, 1973 - June, 1973	1	1				336.00	- 0 -	6th
Custer Elem. #1	60	March, 1973 - June, 1974			4			356.00	40.00	4th
Monroe High School	150	March, 1973 - June, 1974		8	1	1	4	2,025.00	- 0 -	9th & 10th
Custer Elem. #1	23	April, 1973 - June, 1974	1	1			1	118.00	40.00	3rd
Custer Elem. #1	25	April, 1973 - June, 1974	1	2				284.00	40.00	3rd
Custer Elem. #1	30	March, 1973 - June, 1974	1	1	2			992.00	50.00	2nd-4th
Lincoln Elementary	80	March, 1973 - June, 1974						320.00	50.00	4th & 12th
Summerfield High	60	April, 1973 - June, 1974						2,277.00	- 0 -	7th-12th
Summerfield Elem.	50	April, 1973 - June, 1974	1	2	1	1		579.00	40.00	Kinderg.
Whiteford High	30	March, 1973 - June, 1974	1	1			1	674.00	- 0 -	Jun. & Sen
Monroe High School	45	May, 1973 - June, 1974	1	3		1	1	603.00	- 0 -	10th
Ritter Elem. School	30	May, 1973 - June, 1974	1	1	5		1	467.39	30.00	Kindergarte

B-II

Name of Author(s)	Project Title	Subject Area	School District
Mrs. Eva Juhasz	Todays "Isms"	History	Mason Consolidated Schools
Miss Harriette Pollock	Traveling Children's Theater	Speech	Mason Consolidated Schools
Barbara Contos & Jack Moffett	School Related Economy	Reading, Writing, Spelling, & Math	Mason Consolidated Schools
Miss Margaret Gaffney	Junior High Reading Center	Reading	Mason Consolidated Schools
Mrs. Barbara Korhumel & Mrs. Clare Matley	Traveling Tutors	Reading, Math, and Science	Mason Consolidated Schools
Mrs. Florine Carney & Mr. Charles Kemp	Crafts, Hobbies, & Home Arts Project	Leisure Time Activities	Monroe Public Schools
Ann Lux	Reading Interest Groups	Reading	Monroe Public Schools
Mrs. Patricia Miller	Supplementary Mathematics Laboratory	Math	Monroe Public Schools
Mr. Orlando Shilts	Answer For Reading For the 70's	Reading	Monroe Public Schools
[illegible] James Southers	A Project to Develop Self-Concept & Motivation	Reading	Monroe Public Schools
[illegible]rs. Sally White	Project Individualization	Reading	Monroe Public Schools
Mr. Gordon Rapp	Books Are In	Reading	Monroe Public Schools
Mrs. Mary Camp	Individualized Junior High Science	Science	Summerfield Schools
Mrs. Loretta Johnson	Individualized Mathematics Laboratory	Math	Whiteford Schools
Sister Barbara Quell	Computer Extended Instruction	Math	St. Mary Academy
Sister Jeanne Garvin	Project Mathematics	Math	St. Patrick School
Sister Theresa Michael	Let the Sun Shine In	Creative Arts	St. Patrick School
Sister Margaret Cutcher	Photography	Photography	St. Mary's Parish

C-I

School Building	No. of Students	School Years Funded	Supportive Team					Implem. Grant	Reward	Grade Level
			Bd. Members/ Admin.	Teacher	Parent	Student	Supportive Staff			
Mason High School	60 Seniors	Nov., 1972 - June, 1974	1	1		5	36	$1,150.00	$100.00	12th
Mason High School	32	Nov., 1972 - June, 1973		2	1	3	1	$962.00	$125.00	10th - 12th
Mason North Elem.	158	Feb., 1973 - June, 1974		5	1	1	2	$1,749.00	- - -	K-4th
Mason Junior High	120-150	Feb., 1973 - June, 1975	1	1	1	2	2	$1,849.46	$120.00	7th-8th
Mason Central	92	Feb., 1973 - June, 1974	1	4	2			$1,413.25	$120.00	1st & 6th
Custer Elem. #1	50	Nov., 1972 - June, 1974			9		2	$927.80	$200.00	5th
Manor Elementary	45	Dec., 1972 - June, 1973		1			45	$357.00	$100.00	4th
Custer Elem. #1	25	Nov., 1972 - June, 1973			2		2	$701.90	$100.00	2nd
Cantrick Junior High	700	Dec., 1972 - June, 1974		4			1	$526.10	- - -	7th
Custer Elem. #1	30	Feb., 1973 - June, 1974	1	1	1			$1,067.00	$80.00	5th
Custer Elem. #1	40	Dec., 1972 - June, 1974	1	2	1			$1,131.50	$175.00	2nd
Riverside Elem.	29	Feb., 1973 - June, 1974		1			1	$243.00	$75.00	4th-5th
Summerfield High	100	Feb., 1973 - June, 1974	1	2	1	1	1	$627.05	$75.00	8th
Whiteford Elem.	23	Dec., 1972 - June, 1973		2	1	2		$655.20	$100.00	1st
St. Mary Academy	153	Feb., 1973 - June, 1973		4	1	2		$1,063.20	- - -	9th-12th
St. Patrick School	98	Feb., 1973 - June, 1974		2	2	4		$1,068.20	$100.00	4th-6th
St. Patrick School	32	Feb., 1973 - June, 1973		1				$844.00	- - -	7th & 8th
St. Mary's Parish	20	Feb., 1973 - June, 1974	1	3	1	6	5	$879.00	- - -	7th & 8th

SECTION FOUR

RESULTS OF STUDENT-BASED PRODUCT EVALUATIONS
WITHIN MERIT CONTRACTS
THAT CONCLUDED JUNE 30, 1973

RESULTS OF STUDENT-BASED PRODUCT EVALUATIONS
WITHIN MERIT CONTRACTS THAT CONCLUDED JUNE 30, 1973

CONTRACT TITLE	Grade Level	Objective	Anticipated Level of Performance	Measurement Instrument	Actual Level of Performance
Environmental Education	12th	1. Lab & field skills.	1. $\overline{x} \geq 85\%$	1. Criterion-referenced test designed by instructor.	1. $\overline{x} = 89\%$
		2. Individual projects.	2. 100%	2. Completion of written report.	2. 100%
Math Tutor	6th	1. Addition, subtraction, and multiplication skills.	1. Each student $\geq 90\%$ on each of three tests.	1. Criterion-referenced tests designed by instructor.	1. Test — Pre — Post Addition *60% 100% Subtraction 50% 60% Multiplication 20% 100% *% of students meeting criterion of $\geq 90\%$ test score.
Crafts, Hobbies, and Home Arts Project	5th	1. Arts and craft skills.	1. 90% of students complete ≥ 10 projects.	1. Observation and records.	1. 100% of students completed 14 projects.
		2. Domestic skills.	2. $\overline{x} \geq 90\%$	2. Criterion-referenced test designed by two instructors.	2. Pre — Post Girls *87% 98% Boys 73% 91% *$\overline{x}$
		3. Out-of-class projects (voluntary).	3. Increasing rate/mo.	3. Observation and records.	3. Increase of 30% to 40%/mo.

CONTRACT TITLE	Grade Level	Objective	Anticipated Level of Performance	Measurement Instrument	Actual Level of Performance
Pen Pal Activity	4th	1. Communication skills.	1. $\geq$ 90% of students prepare $\geq$ 10 units of communication (written, video tape, slides, oral)	1. Record.	1. 12 units prepared.
Individualized Visual Learning Lab	9th	1. Single concept film development.	1. $\geq$ 11 films.	1. Record.	1. 14 films.
		2. Science concepts.	2. 90% of students score $\geq$ 70%	2. Five criterion-referenced tests designed and field tested by two instructors.	2. 90.5% of students scored $\geq$ 70%.
Individualized Mathematics	1st	1. Math skills.	1. 15/23 children $\geq$ 80% score on each test.	1. 12 Addison-Wesley Mastery tests.	1. 18/22 $\geq$ 80% score on each test.
		2. Math skills.	2. $\overline{x} \geq$ 2.2 grade level.	2. Metropolitan Achievement Test.	2. $\overline{X}$ = 2.99 Results of 4 classes of 1971-72 for comparison. Class $\overline{X}$ 1. . . .2.37 2. . . .2.20 3. . . .2.21 4. . . .2.12

CONTRACT TITLE	Grade Level	Objective	Anticipated Level of Performance	Measurement Instrument	Actual Level of Performance
Supplementary Mathematics Lab.	2nd	1. Addition & subtraction concepts.	1. 100% of students perform with 100% accuracy.	1. Student use of manipulatives.	1. 100%
		2. Addition & subtraction facts.	2. 100% of students perform with 100% accuracy.	2. Timed oral test designed by teacher.	2. 100% of students at ≥ 85% accuracy.
		3. Geometric shapes.	3. 100% of students perform with 100% accuracy.	3. Student use of manipulatives.	3. 90% students = 100% accuracy.
		4. Place value.	4. 100% of students perform with 100% accuracy.	4. Student use of manipulatives.	4. 60% of students = 100% accuracy.
		5. Overall math skills.	5. 1 yr. gain in 1 yr. instruction for all students.	5. Metropolitan achievement.	5. 43% of students gained 1 yr.
Get Acquainted With Detroit: A Comparison of Urban/Rural Areas as viewed from the Perspective of Math, English, Science and Social Studies.	6th	Science area 1. Ecology concepts.	1. 2/3 of students ≥ 80% score.	1. Criterion-referenced test designed by instructor.	1. 83% scored ≥ 80%.
		2. Scientific method.	2. 2/3 of students ≥ 80% score.	2. Same as one.	2. 51% scored ≥ 80%.
		3. Recycling methods.	3. 3/4 of students ≥ 80% score.	3. Same as one.	3. 75% scored ≥ 80%.
		Math area 1. Magnitude of numbers.	1. 70% of students ≥ 75% score.	1. Same as one.	1. 39% scored ≥ 75%.
		2. Bar graphs.	2. 70% of students ≥ 75% score.	2. Same as one.	2. 67% scored ≥ 75%.
		Social Studies Area 1. Vocabulary.	1. 80% of students ≥ 80% score.	1. Same as one.	1. 50% scored ≥ 80%.
		2. Map skills.	2. 80% of students ≥ 80% score.	2. Same as one.	2. 30% scored ≥ 80%.
		English Area 1. Organizing material.	1. $\bar{x}$ gain = 30%.	1. Same as one.	1. $\bar{x}$ gain = 30%
		2. Newspaper organization.	2. 75% of students ≥ 90% score.	2. Same as one.	2. 23% socred ≥ 90%.

CONTRACT TITLE	Grade Level	Objective	Anticipated Level of Performance	Measurement Instrument	Actual Level of Performance
Reading Interest Groups	4th	1. Attitudes toward reading.	1. 80% of students indicate more favorable attitudes.	1. Teacher-designed.	1. Pre 45% favorable, Post 89% favorable
		2. Reading skills.	2. $\bar{X}$ gain of 8 months in 5 months of instruction.	2. Gates-McGinite Reading Test.	2. Wrong test sent by publisher.
		3. Word attack and phonic skills.	3. 90% of students $\geq$ 80% score on each of four subtests.	3. Criterion-referenced test designed by instructor.	3. Subtest / % of students $\geq$ 80% score 1. . . . . . 100% 2. . . . . . 95% 3. . . . . . 78% 4. . . . . . 83%
Biblio Therapy	4th, 5th, 6th, Spec. Ed.	1. Increased awareness of alternative modes of behavior.	1. 70% of students.	1. Criterion-referenced survey designed by instructor.	1. 92% achieved objective.
		2. Decrease in overt misbehavior.	2. Decrease.	2. Monthly tabulation.	2. 100% success.
		3. Self-concept.	3. Improvement.	3. SCAMIN (pre-post).	3. Goal/Ach. needs: 54% improved. Failure Avoid.: 23% improved. Role Expect.: 23% improved. Self-Adequ.: 30% improved.

CONTRACT TITLE	Grade Level	Objective	Anticipated Level of Performance	Measurement Instrument	Actual Level of Performance
Computer Extended Instruction	9th-12th	1. Skill in using language & execution of computer terminal commands.	1. 90% of students achieve with 100% accuracy.	1. Student written computer programs & successful execution "on-line".	1. 100% wrote minimum of 3 programs, 93% executed successfully.
		2. Designing programs to solve math problems which would not be practical to solve without computer.	2. 50 programs designed by classes (150 students).	2. Instructor's review and judgment.	2. 25 problems identified as such.
		3. Computational skills.	3. $\bar{x}$ = 5 months gain in three months instruction.	3. California Ach. Test (pre-post).	3. % Students — Gain 59% — ≥ 5 mos. 88% — ≥ 3 mos. $\bar{x}$ = 4 mos.
Project Shared Child	K-6	1. Teacher training in behavior modification	1. 24 hrs. of training.	1. Tally.	1. 20 hours.
		2. Parent training in behavior modification.	2. 15 hrs. of training.	2. Tally.	2. 12 hours.
		3. Teacher-parent identification of 24 student behavioral problem collection of baseline data & development of individual intervention plans.	3. 90% of students achieve 80% improvement.	3. Teacher-parent observations and tally.	3. Data not submitted.
		4. Teacher-parent attitudes toward project activity & results.	4. ≥ 80% + response.	4. 7 item questionnaire using 0-10 rating scale.	4. Parents: $\bar{x}$ rating = 6.2 Teachers: $\bar{x}$ rating = 7.3 $\bar{x}$ of 5 to 7 = fair amt. of improvement.